

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE I 0600-1100 (300 min)

Day-1
SEGMENT – 1

- o Facility Orientation
- o Training Orientation
- o Administrative Orientation
- o Introduction to the School Motorcycle
- o Introduction to Basic School Motorcycle Operations and Hand Signals

Performance Objectives

- I. The student will understand the daily activities and training routine while attending motor school.
- II. The student will complete all needed administrative paperwork.
- III. The student will understand the basic nomenclature of the school motorcycle.
- IV. The student will understand the basic maintenance routine of the school motorcycle while in the training environment.
- V. The student will understand all required hand signals and other signaling methods.
- VI. The student will learn and then demonstrate basic static school motorcycle handling procedures/ techniques.

Introduction

The student is required to learn the various performance objectives necessary to successfully complete the 10-day training program. In addition, he/she needs to have a clear understanding of the facility operational rules/ requirements and obtain the basic knowledge and skills necessary to begin the actual static and dynamic motorcycle operations portion of the training.

Presentation

The students should gather in a classroom setting where paperwork can be completed. Additionally, the students should be able to view the school motorcycle while an instructor points out and explains various points of nomenclature and servicing information.

- I. Facility Orientation
 - I. Identify the classroom location.
 - II. Address the possibility of varying start times due to scheduling conflicts. Specify a location for students to check daily start times.
 - III. Identify the restroom facility locations.
 - IV. Identify the motorcycle training unit office location and telephone numbers.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- V. Identify the parking facility for both personal vehicles and the school motorcycles.
- VI. Identify the location of the training areas.
- II. Training Orientation
 - A. Required equipment for training
 - 1. Long sleeve shirt, department long sleeve utility uniform, or long sleeve “jump suit”.
 - 2. Ankle high leather boots.
 - 3. Leather gloves.
 - 4. Clear and/ or shaded glasses.
 - 5. Full Face Modular helmet.
 - B. Nutritional needs and personal hygiene
 - 1. Clean and washed clothes for each day of training.
 - 2. Appropriate level of fluid intake based on heat and physical exertion.
 - 3. Proper eating habits while in training due to increased physical exertion.
 - C. Sun screen protection while outside and exposure to the elements.
 - D. Safety requirements for students
 - 1. Explain purpose and use of the “Emergency Notification Form”.
 - 2. Training related injuries.
 - a. What constitutes an injury
 - b. How to report
 - 3. Operational safety of the school motorcycle in and around instructors and others.
 - 4. Students must be alert and always demonstrate safe riding procedures as discussed above.
- III. Administration Orientation
 - A. Collect Allied agency paperwork and waivers.
 - B. Distribute motorcycle safety inspection guides.
 - C. Distribute and have the student immediately complete the “Student Emergency Notification Form”.
- IV. Introduction to the School Motorcycle
 - A. Identify the school motorcycle.

***Instructor’s Note:** At this time, the class is moved in close proximity to the motorcycle to allow everyone to have an “up-close” vantage point. Only one instructor is needed to conduct the above orientation.

- B. Sit on the motorcycle and begin with the instrumentation panel. Explain the instrumentation panel (e.g. lights, gauges, etc.) and identify the following:
 - 1. All switches, buttons and their functions.
 - 2. The throttle and the front brake control on the right handlebar.
 - 3. The right foot peg and correct right foot placement while riding the motorcycle.

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

4. The rear brake pedal. Explain and demonstrate correct right foot movement during application of the rear brake.
 5. Describe the operation of the chain drive assembly. Identify the hazards associated with placing hands into the area of the sprocket and chain. Also review the importance of proper chain tension, adjustment and lubrication.
 6. The toe shifter located in front of the left side foot peg. Explain and demonstrate correct foot placement and shifting.
 7. The clutch lever on the left handlebar. Explain the clutch operation and proper finger placement on the lever.
 8. Discuss the overall appearance of the school motorcycle.
 9. The “ignition kill switch” located on the right handlebar. Explain the correct operation, function and utilization of the “kill switch”.
- C. Motorcycle fluid levels – servicing and maintenance of motorcycles
1. Explain and demonstrate how to properly fuel the school motorcycle.
 2. Explain the method of determining correct oil level in the school motorcycle.
 - a. Sit astride the motorcycle
 - b. Hold the motorcycle upright
 - c. Visually check the oil level through the sight window. The window is located at the bottom of the right-side case.
 - d. Open the filler cap and add the proper amount of oil required to bring the level within the marks indicated along the sight window.
 3. Explain and show the location of the brake fluid reservoirs.
 - a. Identify the location of the front brake reservoir on the right handlebar.
 - b. Identify the location of the rear brake reservoir near the lower center portion of the frame.
- V. Basic Motorcycle Operations and Hand Signals
- A. Riding in single file
1. The instructor, while riding out in front of the students, will signal with one finger from his/ her right hand indicating single file. When his/ her hand is dropped, students will move into a single file.
 2. The students shall never pair up with the instructor.
 3. The students shall leave a safe and appropriate following distance behind the rider ahead based upon speed and roadway conditions.
 4. The students shall keep their heads up and on a swivel. All turns shall be preceded by good head checks in both directions, regardless of intended direction of turn. All lane changes shall be preceded by a good head check in the direction of that lane change.
 5. The students shall be alert and look ahead for roadway hazards.
- B. Riding in columns of two (pairs)

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

1. The instructor, while riding out in front of the students, will signal with two fingers from his/ her right-hand indicating riding in pairs. When his/ her hand is dropped, students will move into pairs.
 2. The students shall never pair up with the instructor.
 3. The first student in line remains in place. The second student in line moves to right of and parallel to the first student's right side. The next student in line moves forward and fills in the gap directly behind "the first student". The process repeats until all students are paired up.
 4. The students shall leave a safe and appropriate following distance behind the student ahead based on speed and roadway conditions.
 5. The students shall keep their heads up and on a swivel. All turns shall be preceded by good head checks in both directions, regardless of intended direction of turn. All lane changes shall be preceded by a good head check in the direction of that lane change.
 6. The students shall be alert and look ahead for roadway hazards.
- C. Moving back into a single column
1. The instructor, while riding out in front of the students, will signal with one finger from his/ her right hand indicating single file. When his/ her hand is dropped, each student will move into a single column.
 2. The students will slow and give way to the right and to the left so they can return into a single column.
 3. The students shall leave a safe and appropriate following distance behind the rider ahead based on speed and roadway conditions.
 4. The students shall keep their heads up and on a swivel. All turns shall be preceded by good head checks in both directions, regardless of intended direction of turn. All lane changes shall be preceded by a good head check in the direction of that lane change.
 5. The students shall be alert and look ahead for roadway hazards.
- D. "Falling-in" (following) behind the instructor
1. The instructor will signal by raising a hand and moving a finger in a circular motion. As the instructor rides among the students, the students will form in a single column behind the instructor.
 2. The students shall leave a safe and appropriate following distance behind the student ahead based on speed and roadway conditions.
 3. The students shall keep their heads up and on a swivel. All turns shall be preceded by good head checks in both directions, regardless of intended direction of turn. All lane changes shall be preceded by a good head check in the direction of that lane change.
 4. The students shall be alert and look ahead for roadway hazards.
- E. Guiding and stopping right or left of the instructor
1. The instructor will signal with his/ her right arm fully extended horizontally and begin slowing the motorcycle to a stop.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

2. The students will slow and move to the right side of the instructor, while guiding along the right side of the instructor's motorcycle.
 3. When the instructor signals with his/ her left arm fully extended horizontally, the students will respond, as outlined above, but to the left side of the instructor's motorcycle.
- F. Audible commands and instructions
1. The students will be instructed that audible instruction or warnings may be given at any time. The students are expected to remain on alert at all times. The students are expected to notify the instructor immediately if they do not understand specific verbal commands or instructions.

Application

The application of this lesson plan is accomplished in the presentation portion.

Testing

- I. The students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate a working knowledge of, as well as the ability to perform specific exercises in, the following areas:
 - A. Basic nomenclature and location of all police motorcycle controls.
 - B. Basic maintenance routine of the school motorcycle.
 - C. Utilizing correct hand signals and other signaling methods.
 - D. Proper motorcycle position while riding in "single file", "columns of two", or "columns of three".
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating will result in removal from school.

SEGMENT – 2

- o Motorcycle Handling Procedures

Performance Objectives

- I. The students will learn and demonstrate their ability to perform the following static motorcycle tasks, without assistance, while seated astride a (full dress) police motorcycle:
 - A. Place the balls of both feet on the ground at the same time
 - B. Move the school motorcycle handlebars to a locked position (in contact with the steering stops), from right to left then left to right, while maintaining a firm grip on both hand grips
- II. The students shall pick up the police motorcycle from a down position.
- III. The students shall place the police motorcycle on the side stand.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- IV. The students shall place the police motorcycle on the center stand.
- V. The students shall back the police motorcycle up ten feet on a 6 percent grade.

Introduction

During normal day to day operations, a motor officer must possess the ability to physically move the police motorcycle while in the static mode (no power to the rear wheel). These techniques are crucial to the performance of the motor officers' daily duties.

Presentation

***Instructors note:** The students are gathered into their assigned squads while the respective instructors explain and physically demonstrate the proper methods of completing each static task. Two instructors are recommended for the presentation. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.

- I. Leg length test
 - A. The student sits astride the police motorcycle with the engine off and the transmission in neutral
 - B. The student shall place the balls of both feet on the ground at the same time
- II. Arm length test
 - A. The student sits astride the motorcycle with the engine off and the transmission in neutral
 - B. The student's arms shall be long enough to reach both handle grips while turning the handlebars from a locked left to a locked right position without changing their seated position on the centerline of the police motorcycle
- III. Motorcycle pickup procedures
 - A. The student shall complete the pickup procedures as follows:
 - 1. Place the school motorcycle onto its left side to begin the exercise.
 - 2. Rock the school motorcycle onto the lower left portion of the front crash bar (bent 45-degree portion of the crash bar).
 - 3. Turn the handlebars so the front of the front fender points upward.
 - 4. Rider faces the school motorcycle at the handlebar position.
 - 5. Bend knees into a squatting position while maintaining a straight back.
 - 6. Extend both arms. Cup the downward pointing end of the handlebar grip with the palm of the right hand, while grabbing the same handlebar grip with the left hand.
 - 7. Walk "into" (toward) and pick-up the motorcycle; straightening both legs to raise the school motorcycle. Note: Use legs and not back to perform above maneuver.

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

8. Control the handlebars and secure the front brake to prevent movement of the school motorcycle.
9. Place the school motorcycle on the side or center stand.

***Instructors Note:** The above exercise can be performed on right side of motorcycle.

IV. Side stand position

- A. The student shall place the police motorcycle on the side stand as follows:
 1. From the left side, steady the motorcycle in the upright position.
 2. Move the side stand into the down position.
 3. Lean the motorcycle slowly onto the side stand.

V. Center stand position

- A. The student shall place the police motorcycle on the center stand as follows:
 1. From the left side, steady the motorcycle in the upright position.
 2. While facing forward, grasp the front side of the rear crash bar with the right hand.
 3. Place the right foot on the center stand lever and place the back of the right calf against the front of the left crash bar.
 4. Simultaneously push down on the center stand lever with the right foot, pull up with the right hand and push to the rear with the back of the right calf.
 5. Gently rock the motorcycle rearward onto the center stand.

VI. The 6 percent grade test. (moving the police motorcycle backwards up a 6 percent grade)

- A. The student shall move the police motorcycle backwards up a 6 percent grade as follows:
 1. While sitting astride the police motorcycle in an upright position.
 2. Engine is turned off and the transmission in neutral.
 3. Using any of the following (3) techniques, back the motorcycle up a 6 percent grade for a distance of 10 feet in a 2-minute time period:
 - a. Place both hands on the handlebar grips. Release the front brake. Roll the motorcycle back using only the power of both legs.
 - b. Reach around with the left hand and grab the left underside portion of the seat and release the front brake with the right hand. Roll the motorcycle back using the power of both legs while lifting up on the seat with the left hand.
 - c. Place both hands on the handlebar grips and apply the front brake control. With the front brake secured, push down hard on the front end to compress the front shocks (this application momentarily “loads” the front suspension). At the bottom of the compression stroke, release the front brake. As the front suspension recoils (expands), momentum will cause the motorcycle to move backward. Reapply the front brake when the motorcycle stops rolling backward. Repeat as necessary.

Application

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

One school motorcycle and one police motorcycle are utilized for each squad. All students use the same motorcycles to demonstrate his/her ability to perform each exercise as previously demonstrated.

***Instructors note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. If the student fails to demonstrate any of the Basic Static Motorcycle Handling Procedures as demonstrated, instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to perform each of the Basic Static Motorcycle Handling Procedures as demonstrated without error.
 - B. The “6 percent grade” test is a time and distance event (as outlined in section VI above). The instructor will record the time and number of attempts each student makes to complete the 6 percent grade test in each student’s respective folder. Initially, the student will be given three attempts at successfully completing the “6 percent grade” test. Failure to complete the above test, after three attempts, will result in an immediate 5-minute period of remediation. The student will then receive feedback/ counseling and an opportunity to rest. The student will be given one additional attempt to successfully complete the 6 percent grade test as outlined above. Failure to successfully complete the above test during the “one additional attempt” will result in the student’s removal from school.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 3

- o Initial Student Ride

Performance Objectives

- I. The students will learn and demonstrate the fundamentals of basic motorcycle operations. The student will perform the following tasks while operating a school motorcycle for the first time:
 - A. Start and stop the school motorcycle safely.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- B. Execute four left turns in a rectangular pattern while operating the motorcycle in first gear.
- C. Utilize good head checks prior to making turns.
- D. Utilize good head and eye placement while making turn.
- E. Demonstrate good clutch, throttle and brake control.
- F. Utilize smooth steering control.
- G. Utilize correct riding posture.

Introduction

A motor officer is regarded as being a professional motorcycle rider. The ability to ride a motorcycle must be second nature. He/ She must possess the ability to competently and safely operate a police motorcycle in all traffic conditions during the course of his/ her daily enforcement duties.

Presentation

***Instructors note:** The students are gathered into their assigned squads while the respective instructors explain and physically demonstrate the correct fundamentals of basic motorcycle riding. Two instructors are needed for the presentation. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.

- I. The students will be assembled in an open area designated for the initial student ride exercise.
- II. The instructors will verbalize and demonstrate the following techniques for the initial student ride:
 - A. Beginning the initial ride
 - 1. With the school motorcycle in neutral and the ignition off, apply the rear brake, turn on the ignition and start the engine.
 - 2. Disengage the clutch, “tap” the gear selector into first gear and release the rear brake.
 - 3. Simultaneously, engage the clutch and slowly raise the throttle setting causing the motorcycle to roll forward gently.
 - B. Correct riding posture throughout the exercise
 - 1. Body erect, upright and centered over the school motorcycle.
 - 2. Shoulders square and head up.
 - C. Eye placement and movement
 - 1. Student should be looking in the direction of intended travel.
 - 2. Eyes up. Do not look down at the ground (maintain high visual horizon).
 - D. Controlled operation of the throttle
 - 1. Proper hand position – knuckles up.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

2. Slow speed/ low rpm's.
 3. Maintain consistent throttle setting (constant and steady). Discuss the importance of throttle control.
- E. Controlled operation of the clutch
1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the "sweet spot" of the clutch).
 2. Use all 4 fingers on clutch lever for better control.
 3. Importance of not disengaging the clutch (a.k.a. abandoning the friction point) and delivering constant power to the rear wheel.
 4. 1st gear shall be utilized at all times throughout the exercise.
- F. Controlled operation of the rear brake
1. Light, consistent pressure on the rear brake control when using "friction point" technique
 2. No front brake application during this exercise. Note: The front brake is to be used only at the conclusion of the exercise.
- G. Handlebar transitions
1. Handlebar transitions (steering control) should be smooth, quick and decisive.
- H. Stopping position of the school motorcycle for the exercise
1. At the students discretion, execute four left turns and return back to the start. Instruct the student to roll off of the throttle, disengage the clutch, apply the brakes as necessary and drop his/ her left foot to the ground.
 2. Shift the transmission into neutral, turn off the ignition and lower the side stand.
 3. Have the student dismount the school motorcycle on the "high" side (right side).

***Instructor's Note:** If student loses his/ her bearings or control of the school motorcycle, advise the student to simultaneously roll off the throttle, disengage the clutch and to apply the brakes to bring the school motorcycle under control.

One school motorcycle is utilized for each squad. All students use the same motorcycle to demonstrate his/her ability to perform the above exercise.

Application

- I. Give the student the opportunity, under direct instructor supervision, to perform the initial student ride.
 - A. One time counterclockwise (four left turns total)

***Instructor's Note:** While performing the initial student ride, instructors should place themselves at a position of advantage near the student to clearly observe all aspects of the student's maneuvers and application of

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

controls during all phases of the exercise.

Instructors will provide immediate feedback to the student as needed. Instructors will provide additional instruction and/or remediation as needed.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the initial student ride as demonstrated without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 4

- o Introduction to Trailing

Performance Objectives

- I. The student will develop the skills needed to safely operate the school motorcycle while trailing with other students. The students will enhance their skills in:
 - A. Demonstrate good clutch, throttle and brake control.
 - B. Utilize smooth and decisive handle bar transitions.
 - C. Looking for obstacles and hazards.
 - D. Utilize correct riding posture.

 - E. Utilize good head and eye placement while making turn.
 - F. Proper following distance.
 - G. Utilize good head checks prior to making turns.

Introduction

Trailing is the foundation upon which a student develops safe riding skills. Students must constantly be on alert for obstacles and hazards in their riding environment and be aware of their surroundings while operating their motorcycles within close proximity to other students.

Presentation

***Instructor's Note:** All "Trailing" should be done on hard surfaces and in single file formation

Instructors to discuss the following by squad:

- I. First riding exercise of each day consists of approximately 30 minutes of trailing.
- II. The students are divided into squads/ trailing done by squad.

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file.
- II. The instructors will monitor the students to ensure they adhere to the following:
 - A. Demonstrate good clutch, throttle and brake control.
 - B. Utilize smooth steering control.
 - C. Looking for obstacles and hazards.
 - D. Utilize correct riding posture.
 - E. Utilize good head and eye placement while making turn.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- F. Proper following distance.
- G. Utilize good head checks prior to making turns.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete trailing without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

SEGMENT – 5

- Introduction to Slow Tight Circles (and Figure 8 Pattern)

Performance Objectives

- I. The student will acquire the skills needed to operate and control the school motorcycle while the steering control is in a “locked” turn to the left and right. NOTE: The term “locked” refers to the position of the handlebars when they are moved to the extreme left and right and in contact with the steering stops of the motorcycle frame.
- II. The student will acquire the skills needed to operate a school motorcycle in a series of alternating locked turns to the left and then to the right in a figure 8 pattern incorporating a smooth handlebar transition (moving the handlebars from left to right) at the mid-point of the exercise.
- III. The student will develop the ability to utilize proper clutch, throttle and rear brake control (friction point technique) and steering control while performing the above turning maneuvers.
- IV. The student will develop smooth and quick handlebar transitions with correct head and eye placement.
- V. The student shall develop the operational knowledge and understanding to the importance of disengaging the Anti-Lock Braking System (ABS), prior to performing slow speed friction point exercises

Introduction

Utilizing smooth handlebar transitions, proper friction point technique and correct head and eye placement will enhance the students’ ability to perform all of his/her daily riding/enforcement activities. This drill is designed specifically to develop smooth handlebar transitions, proper friction point technique and correct head and eye placement.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Presentation

***Instructor's Note:** Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to demonstrating the exercise.

- I. Students will be in an open area designated for the Slow Tight Circle Exercise
- II. Instructors will verbalize and demonstrate the following techniques for Slow Tight Circles and the Figure 8 Pattern:
 - A. Starting position of the school motorcycle in the exercise
 - 1. Have the student begin operating motorcycle into a left turning movement at low speed.
 - B. Correct riding posture throughout the exercise
 - 1. Body erect, upright and centered over the school motorcycle.
 - 2. Shoulders square and head up.
 - C. Eye placement and movement
 - 1. Student should be looking in the direction of intended travel.
 - 2. Eyes up. Do not look down at the ground (maintain high visual horizon).
 - D. Controlled operation of the throttle
 - 1. Proper hand position – knuckles up.
 - 2. Slow speed/ low rpm's.
 - 3. Maintain consistent throttle setting (constant and steady). Discuss the importance of throttle control.
 - E. Controlled operation of the clutch
 - 1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch).
 - 2. Use all 4 fingers on clutch lever for better control.
 - 3. Importance of not disengaging the clutch (a.k.a. abandoning the friction point) and delivering constant power to the rear wheel.
 - 4. 1st gear shall be utilized.
 - F. Controlled operation of the rear brake
 - 1. Light, consistent pressure on the rear brake control.
 - 2. No front brake application during this exercise.
 - G. Repeat above exercise to the right
 - H. Introduce handlebar transitions (when incorporating the Figure 8 Pattern) at the mid-point of the exercise
 - 1. Handlebar transitions should be smooth, quick and decisive.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

***Instructor's Note:** If student loses control of the school motorcycle, advise the student to simultaneously roll off of the throttle, disengage the clutch and to apply the brakes to bring the school motorcycle under control.

Application

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze, to maintain a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercises as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete Slow Tight Circles to the left and to the right and to combine both maneuvers into a Figure 8 Pattern.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating may result in removal from school.

SEGMENT – 6

- o Introduction to Basic 4 Mazes and Figure 8 Maze

Performance Objectives

- I. To develop the skills necessary to operate and control the school motorcycle at slow speed through a confined exercise area.
- II. To utilize proper clutch, throttle and rear brake controls ("friction point" technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To utilize correct head and eye placement.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Introduction

The student will develop the skills necessary to maintain control of the school motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

- I. Students gather at the designated location of the Basic 4 Mazes and the Figure 8 Maze.
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors explain and demonstrate the following:
 - A. Starting point
 1. The front tire of the school motorcycle is positioned between the first set of cones at the entrance of each maze.
 - B. Foot placement
 1. The proper foot is placed on the ground with the toe pointed in the direction of the first turn. The opposite foot remains on the foot peg.
 2. Both feet are to remain on the foot pegs while riding through each maze.
 - C. Correct riding posture throughout the exercise
 1. Body is erect, upright and centered over the school motorcycle.
 2. Shoulders square with the head up.
 - D. Eye placement and movement
 1. Student should be looking in the direction of intended travel.
 2. Eyes up and looking approximately 10-15' feet ahead of the front tire. Do not look down at the ground (maintain high visual horizon).
 - E. Controlled operation of the throttle
 1. Proper hand position – knuckles up.
 2. Slow speed/ low rpm's.
 3. Maintain consistent throttle setting (constant and steady). Discuss the importance of throttle control.
 - F. Controlled operation of the clutch
 1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch).
 2. Use all 4 fingers on clutch lever for better control.
 3. Importance of not disengaging the clutch (a.k.a. abandoning the friction point) and delivering constant power to the rear wheel.
 4. 1st gear shall be utilized.
 - G. Controlled operation of the rear brake
 1. Light, consistent pressure on the rear brake.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- 2. The front brake is not used during this exercise.
- H. Handlebar transitions
 - 1. Handlebar transitions should be smooth, quick and decisive.
- I. Maze Exit
 - 1. Look for and ride to the maze exit.
 - 2. Slow the school motorcycle at the exit. Look left and right utilizing good head checks before proceeding out of the maze.
- J. Discuss the following:
 - 1. Choosing the correct line to complete each maze.
 - 2. Emergency dismounting procedures (risk of injury if not performed properly)

***Instructor's Note:** If student loses control of the school motorcycle, advise the student to simultaneously roll off of the throttle, disengage the clutch and to apply the brakes to bring the school motorcycle back under control.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the controls.

Instructors will pick-up or realign cones if knocked over by the student.

Application

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze, to maintain a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

Testing

- I. The students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete all of the Basic 4 Mazes and the Figure 8 Maze without error.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

rating will result in removal from school.

***Instructor's Note:** The students are evaluated daily on their progress toward achieving the skills necessary to complete all of the above mazes by day six of training without error. A pretest is given to each student on the fifth day of training to determine his/ her progress level toward the goal of completing all of the above mazes by day six. A final test is administered on day six. The completion of all of the above mazes "qualifies" the student to continue with the training program and marks the transition phase of discontinuing training on the school motorcycles and resuming training on police motorcycles.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE II 1200-1500 (180 min)

SEGMENT – 7

- o Combination Braking Overview (classroom)

Performance Objectives

- I. The student will develop the ability to stop the motorcycle, in the non-ABS mode, at the prescribed speed and distance utilizing a combination of the front and rear brakes.
- II. The student will become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

Introduction

Developing a proper combination braking technique is one of the most valuable skills that a motor officer can utilize when reacting to a life-threatening situation on the roadway. The ability to react instinctively and to control a motorcycle under maximum braking efficiency is vital to the safety and survival of a motorcycle officer.

Presentation

- I. Combination braking technique (Note: Steps A-E are performed simultaneously)
 - A. Roll off the throttle.
 - B. Disengage the clutch (which will remove power to the rear wheel).
 - C. Apply the front brake (which provides approximately 80 percent of the braking efficiency to the motorcycle) in the following sequence:
 - 1. Place all four fingers on the brake lever.
 - 2. Firm and smooth application.
 - 3. Maximize front brake capability without locking up the front wheel.
 - D. Apply the rear brake (which provides approximately 20 percent of the braking efficiency to the motorcycle) in the following sequence:
 - 1. Rotate the ball of the right foot onto the rear brake lever.
 - 2. Keep the arch of the right foot placed on the foot peg.
- *(Note: Avoid placing the entire foot on the brake lever)
- E. Push back on the handle bars to maintain proper posture and seat position.
- F. Bring the motorcycle to a stop and place the left foot on the ground for balance.
- II. Locked front brake procedures
 - A. Maintain directional control of the motorcycle.
 - B. Release the front brake.
 - C. Re-apply the front brake firmly and smoothly.
- III. Locked rear brake procedures

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- A. Maintain directional control of the motorcycle.
 - B. Release the rear brake

 - C. Re-apply the rear brake smoothly.
*(Note: Continue to apply the front brake firmly and smoothly)
- * **Note:** Maximum braking efficiency is achieved when both tires are in an impending skid.
- IV. Braking on inconsistent surfaces (wet, dirt, gravel, sand, etc.)
 - A. Gently apply front and rear brakes.
 - B. Stopping distances are increased/ braking efficiency is decreased.
 - C. Continue to re-evaluate roadway surface conditions.
 - V. Braking prior to turning
 - A. Estimate proper speed and distance available for entrance to the turn.
 - B. Maximum braking efficiency is achieved while traveling in a straight line.
 - C. Apply good combination braking technique.
 - D. Discuss the importance of proper gear selection for turn entry speed.
 - VI. Braking while turning
 - A. Traction is diminished while turning.
 - B. Briefly discuss light application of brake controls.
 - C. Discuss crowned roadway/ off-camber roadway surfaces.
 - D. Discuss the change in “lean angle” as turning speed decreases.
 - VII. Braking exercise course explanation
 - A. Course Diagram including lanes one and two.
 - B. Staging area and starting line.
 - C. Accelerating and maintaining a constant speed prior to braking point.
 - D. This is a progressive exercise. Each day the speed will increase to a maximum of 40mph in 3rd gear by test day.
 - E. Braking area
 - 1. Braking point (with or without “blue” cone)
 - 2. End of braking exercise (yellow tape)
 - F. After stopping, negotiate a tight right or left turn with the proper foot on the ground
 - G. Return lanes
 - H. Alternate lanes at the starting

Application

Students will be given adequate time each day to practice this exercise. The primary braking instructor shall monitor each student’s progress and provide immediate feedback to the student. The primary braking instructor will provide additional instruction and/or remediation as needed.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

During the practical application phase, the student must achieve the skills necessary to demonstrate proper combination braking technique, in the non-ABS mode.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 8

- o Combination Braking Introduction (practical application)

Performance Objectives

- I. The student will develop the ability to stop the motorcycle without using the Anti-Lock Braking System (ABS), at the prescribed speed and distance utilizing a combination of the front and rear brakes.
- II. The student will become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor's Note:** Braking session speed will be determined by the primary braking instructor. Factors considered in determining the specific speed for each braking segment include: weather, number of prior braking sessions completed by students, roadway conditions, etc.

Introduction

Developing a proper combination braking technique is one of the most valuable skills that a motor officer can utilize when reacting to a life-threatening situation on the roadway. The ability to react instinctively and to control a motorcycle under maximum braking efficiency is vital to the safety and survival of a motorcycle officer.

***Instructor's Note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

Presentation

Prior to the practical application of the exercise, the students are gathered together in the braking area for a review of the following:

- I. Combination braking technique (Note: Steps A-E are performed simultaneously)
 - A. Roll off the throttle
 - B. Disengage the clutch (which will remove power to the rear wheel)
 - C. Apply the front brake (which provides approximately 80 percent of the braking efficiency to the motorcycle) in the following sequence:
 - 1. Place all four fingers on the brake lever.
 - 2. Firm and smooth application.
 - 3. Maximize front brake capability without locking up the front wheel.
 - D. Apply the rear brake (which provides approximately 20 percent of the braking efficiency to the motorcycle) in the following sequence:

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

1. Rotate the ball of the right foot onto the rear brake lever.
 2. Keep the arch of the right foot placed on the foot peg.
*(Note: Avoid placing the entire foot on the brake lever)
 - E. Push back on the handle bars to maintain proper posture and seat position.
 - F. Bring the motorcycle to a stop and place the left foot on the ground for balance.
- II. Locked front brake procedures
- A. Maintain directional control of the motorcycle.
 - B. Release the front brake.
 - C. Re-apply the front brake firmly and smoothly.
- III. Locked rear brake procedures
- A. Maintain directional control of the motorcycle.
 - B. Release the rear brake.
 - C. Re-apply the rear brake smoothly.

***Instructor's Note:** Maximum braking efficiency is achieved when both tires are in an impending skid. Continue to apply the front brake firmly and smoothly.

- IV. Braking on inconsistent surfaces (wet, dirt, gravel, sand, etc.)
- A. Gently apply front and rear brakes.
 - B. Stopping distances are increased/ braking efficiency is decreased.
 - C. Continue to re-evaluate roadway surface conditions.
- V. Braking prior to turning
- A. Estimate proper speed and distance available for entrance to the turn.
 - B. Maximum braking efficiency is achieved while traveling in a straight line.
 - C. Apply good combination braking technique.
 - D. Discuss the importance of proper gear selection for turn entry speed.
- VI. Braking while turning
- A. Traction is diminished while turning.
 - B. Briefly discuss light application of brake controls
 - C. Discuss crowned roadway/ off-camber roadway surfaces.
 - D. Discuss the change in "lean angle" as turning speed decreases.
- VII. Braking exercise course explanation
- A. Course Diagram including lanes one and two.
 - B. Staging area and starting line.
 - C. Accelerating and maintaining a constant speed prior to braking point.
 - D. This is a progressive exercise. Each day the speed will increase to a maximum of 40mph in 3rd gear by test day.
 - E. Braking area
 1. Braking point (with or without "blue" cone).
 2. End of braking exercise (yellow tape).
 - F. After stopping, negotiate a tight right or left turn with the proper foot on the ground.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- G. Return lanes.
- H. Alternate between lanes at the start.

VIII. Instructor demonstration

* **Instructor's Note:** Two instructors are needed for the explanation and demonstration. One instructor assembles the students and provides the verbalization at the end of the braking exercise. The second instructor is positioned at the starting line on a school motorcycle and is prepared for the demonstration.

- A. Instructor demonstration (rear wheel locked skid at a speed of 40 mph)
 - 1. Locked rear brake only, no application of the front brake.

Purpose: To demonstrate the distance required to stop the school motorcycle when proper combination technique is not used. To demonstrate the ability to maintain control of the motorcycle while in rear wheel locked skid.

Mark the total stopping distance of the motorcycle from the braking point to the stopping point with cones.

- B. Instructor demonstration (rear brake only at a speed of 40mph)
 - 1. Rear brake only, no application of the front brake.
 - 2. Purpose: To demonstrate the difference in distance needed to stop the school motorcycle with application of the rear brake only.
 - 3. Mark the total stopping distance of the motorcycle from the braking point to the stopping point with cones.

- C. Instructor demonstration (proper combination braking at a speed of 40 mph)
 - 1. Utilize both front and rear brake.

Purpose: To demonstrate the shorter stopping distance achieved when utilizing proper combination braking of the school motorcycle.

Mark the total stopping distance of the motorcycle from the braking point to the stopping point with cones.

Compare all distances. Discuss reasons for the shorter stopping distance in step C.

- D. Demonstration of proper first day braking sequence
 - 1. Speed 25 mph, second gear.
 - 2. Begin combination braking at the braking point (blue cone).
 - 3. Stop prior to the end of the braking exercise (yellow tape) utilizing proper combination braking technique.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

4. After stopping, negotiate a tight right or left turn with the proper foot on the ground.
5. Return to starting line in appropriate return lane.

* **Instructor's Note:** The class is assembled into column of twos at the starting line. One instructor should place himself/ herself at the starting line. The primary braking instructor shall be positioned in the braking area to monitor the entire exercise and provide instruction and/ or remediation to each student.

Students will be given adequate time each day to practice this exercise.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. Achieve the skills necessary to demonstrate good, consistent combination braking technique without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

***Instructor's Note:** This is a progressive exercise. Each day the speed will increase to a maximum of 40 mph with a stopping distance of 75 feet. Students are instructed to start their combination braking application at the breaking point (blue cone) and to bring the motorcycle to a complete stop within the end of the braking exercise. Students are evaluated on a daily basis. Students shall perform at an acceptable level and remain within the discussed safety limits in order to continue training.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT - 9

- o Introduction to Dirt Trailing

Performance Objectives

- I. The student will acquire the skills needed to operate the school motorcycle in a changing environment over inconsistent surfaces and inclines.
- II. The student will refine his/ her skills in identifying inconsistent surfaces (soft and slick) and develop the ability to utilize the clutch, throttle and brake controls properly.
- III. The student will develop good balance and the ability to maintain front-end control of the school motorcycle.
- IV. The student will develop proper head and eye placement.

Introduction

During the course of a typical work shift, motor officers encounter a wide variety of road surface conditions while conducting traffic enforcement activities. “Dirt trailing” is an invaluable tool utilized to simulate the changing road conditions (soft, slick, uneven, etc.) that the student is likely to encounter while riding a police motorcycle on hard surfaces. In addition, this segment will familiarize the student to the specific handling characteristics of a motorcycle which has experienced a sudden loss of air pressure and/ or traction in the tires.

Presentation

- I. Instructors will explain basic motorcycle riding techniques necessary to successfully complete inconsistent and incline surface exercises.
- II. Instructors will explain the principles of proper application of the clutch, throttle and brake controls, as well as proper body posture and correct head and eye placement, while operating the school motorcycle on inconsistent and incline surfaces.
- III. Instructors will demonstrate basic motorcycle riding techniques necessary to successfully complete inconsistent and incline surface exercises.
- IV. Students gather at a designated area, in the dirt area, at that the base of a hill with the lead instructor. A second instructor is positioned at the base of the hill, on a school motorcycle. The lead instructor provides the verbalization and the second instructor demonstrates the following:

***Instructor’s Note:** Inform the students that the school motorcycle’s ABS option shall be turned off prior to entering all dirt training areas. Explain how energy is generated when the tires make contact with an obstacle and is then subsequently transferred up through the motorcycle. When the rider is

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

standing, this energy can be safely and easily dissipated through the riders legs.

Basic dirt trailing techniques

1. Proper following distances.
 2. Clutch, throttle and brake controls. Discuss using the front brake lightly while on inconsistent and/ or inclined surfaces.
 3. Appropriate speed and gear selection.
 4. How and when to assist other students when stuck on inconsistent and/ or inline surfaces.
- B. Correct riding posture (body position)
1. Body erect, upright and centered over the school motorcycle.
 2. Shoulders square and head up.
- C. Eye placement
1. Student should be looking in the direction of intended travel (i.e. top of hill, etc.).
 2. Eyes up. Do not look down at the controls or gauges. Do not look down at the ground (maintain high visual horizon).
- D. Foot placement.
1. Feet on foot pegs at all times.
 2. Discuss when riding “up and out of seat” (standing up) is appropriate.
 3. Discuss proper technique of riding “up and out of seat” (i.e. use legs to absorb the shock while riding on rough terrain and while ascending or descending hills).
- E. Proper balance
1. Discuss the importance of developing proper balance and “feel” of the school motorcycle.
- F. Preparing to ride over an obstacle
1. Focus on their approach (i.e. choose the correct line, select the proper gear and speed).
 2. Hold the handle bars firmly with both hands. Do not cover the controls.
 3. Keep both feet on the foot pegs and stand up.
 4. Look where you want to go.
 5. Allow motorcycle to regain stability.
- G. Riding on slick surfaces
1. Maintain a smooth and consistent throttle. Use only as much throttle as necessary. Avoid losing traction with the roadway surface.
 2. Avoid disengaging the clutch and applying the brakes.
 3. Keep both feet on the foot pegs. Stand up if necessary.
 4. Look where you want to go.
- H. Riding on inclined surfaces (uphill)
1. Focus on the approach (i.e. choose the correct line).

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

2. Select the proper gear and speed for the hill.
 3. Hold the handle bars firmly with both hands. Do not cover the controls.
 4. Keep both feet on the foot pegs and stand up.
 5. Look at the top of the hill.
 6. Roll off the throttle as you crest the hill.
- I. Riding on inclined surfaces (downhill)
1. Focus on the approach (i.e. choose the correct line).
 2. Slow speed. Disengage clutch and hold onto handlebars firmly as the motorcycle crests the hill and begins downhill.
 3. Look to the bottom of the hill
 4. Use rear brake lightly. Use front brake only if needed (emergency).
 5. Re-engage engine at bottom of hill.

***Instructor's Note:** Explain the technique of keeping the clutch engaged and the transmission in first gear, utilizing engine compression, to maintain consistent speed of the school motorcycle.

Application

Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

***Instructor's Note:** During dirt trailing, two instructors will ride with each squad, one in the lead and one at the tail.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The students must demonstrate consistent control of the school motorcycle in the following ways:
 - A. Achieve the skills necessary to complete dirt trailing without error.
 - B. Properly apply all of the motorcycle controls as well as adjust his/ her body position as dictated by changing surface conditions.
 - C. Develop the ability to remain riding with his/her squad throughout the duration of the exercise.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODUEL III 0600-1100 (300 min)

Day-2
SEGMENT – 10

- o Trailing

Performance Objectives

The student will develop the skills needed to safely operate the school motorcycle while trailing with other students. The students will enhance their skills in:

- I. Turning the school motorcycle utilizing smooth and decisive handlebar transitions.
- II. Head on a swivel looking for obstacles and hazards.
- III. Maintain correct riding posture throughout the exercise.
- IV. Proper head and eye placement.
- V. Proper following distances.

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following habits:
- III. Head on a swivel, looking for obstacles and hazards.
- IV. Smooth operation of the clutch, throttle and brake controls.
- V. Smooth and decisive handlebar transitions while turning.
- VI. Maintain correct riding posture.
- VII. Maintain proper following distance

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
- III. Achieve the skills necessary to complete Trailing without error.
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 11

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

in the following way:

- III. Achieve the skills necessary to complete all of the Mazes without error.
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 12

- o Combination Braking practice

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor's Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders' inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
- III. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

***Instructor’s Note:** This is a progressive exercise. Each day the speed will increase to a maximum of 40 mph with a stopping distance of 75 feet. Students are instructed to start their combination braking application at the braking point (blue cone) and to bring the motorcycle to a complete stop within the end of the braking exercise. Students are evaluated daily. Students shall perform at an acceptable level and remain within the discussed safety limits to continue training.

SEGMENT – 13

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Presentation

None

Application

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
- III. Achieve the skills necessary to complete all of the Mazes without error.
- IV. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 14

- o Introduction to “D-Cell” U-turn

Performance Objectives

- I. The student will develop the skills necessary to perform a safe U-turn on the roadway, in a traffic enforcement environment.
- II. The student will learn to:
 - A. Recognize a fictitious traffic violation
 - B. React with proper head and eye movements
- III. Simulate while riding in the up position, communication with his/ her partner by giving the necessary hand and arm signal (wave-off)
- IV. Maintain a straight line while utilizing combination braking to slow the school motorcycle within a constrained (narrowing) coned off lane
- V. Perform head checks to the left as the school motorcycle slows
 - A. Execute a safe U-turn to the left utilizing slow riding techniques within the constraints of a coned off lane
 - B. Perform a head check to the right and accelerate out of the U-turn exercise in the opposite direction and after the fictitious violator

Introduction

Traffic enforcement U-turns are extremely hazardous turning movements and, if not executed properly, can result in serious bodily injury. Motor officers perform U-turns regularly during a typical enforcement shift. Motor officers must master the fundamentals of smooth and flawless U-turns to ensure their safety, as well as the safety of the public, while performing such maneuvers on public roadways.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

Presentation

- I. Students gather at the braking area (near the “D-Cell” U-turn).
- II. Four instructors are needed for the “D-Cell” U-turn demonstration- one to verbalize, two to demonstrate and one located at the exit of the “D-Cell” U-turn (to monitor the “head check to the right”).
- III. Instructors will verbalize and demonstrate the following techniques for the “D-Cell” U-turn exercise.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- IV. General lay out of exercise
 - A. The start to the acceleration area of the exercise
- V. The entrance and exit of the “D-Cell U-turn portion of the exercise
- VI. Correct riding posture throughout the exercise
 - A. First “look” location.
 - 1. This location is designated as the point where the student first observes the violation occurring in the opposite direction. This location is between the start of the acceleration area and the entrance to the “D-Cell” U-turn portion of the exercise. The student must maintain good posture and head checks as he/ she maintains proper speed of the school motorcycle.
- VII. The “wave-off” (after recognizing a fictitious traffic violation)
- VIII. Simulate riding in the up position, communication with his/ her partner by giving the necessary hand and arm signal (wave-off).
 - A. Entering the “D-Cell” U-turn exercise portion of the exercise.
 - 1. The student must employ good combination braking upon entering the “D-Cell” exercise (this portion is coned off). Perform a head check over the left shoulder prior to initiating the U-turn portion of exercise.
- IX. Utilize slow riding (friction point technique) during the U-turn, while maintaining control, balance, and correct head and eye placement.

- *Instructor’s Note:** Instructors will pick-up or realign cones if knocked over by the student.

- X. Exiting the “D-Cell” U-turn exercise
- XI. Quick look over right shoulder (to clear oncoming traffic).
- XII. Increase speed gradually.
 - 1. Maintain the motorcycle in a straight line under moderate acceleration.
 - 2. Return to starting point.
- XIII. Students shall change lines at starting point (e.g. “up” rider becomes “down” rider, etc.)

Application

***Instructor’s Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
- III. Achieve the skills necessary to complete the “D-Cell” U-turn exercise.
- IV. Demonstrate control of the school motorcycle in a confined area and in close proximity to other students.
- V. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

Note: The initial speed is designated at 25mph. This drill is designed for a top speed of 40mph after several sessions of practice. Failure to consistently perform the exercise properly at the pre-designated speed may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 15

- o Introduction to Mazes 5 and 6

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through a confined exercise area.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.
- IV. To develop the skills needed to operate and control the school motorcycle over irregular surfaces such as curbs, gutters, and ditches.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permit the student to safely control the motorcycle in confined locations over irregular surfaces (e.g. congested traffic conditions and over roadways with curbs, gutters, and ditches) that he/ she is likely to encounter during daily field activities.

Presentation

- I. Students gather at the designated location for Mazes 5 and 6.
(Note: Above mazes are previously set up for demonstration)
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors explain and demonstrate the following:
- IV. Starting point
- V. The school motorcycle’s front tire on the start line, between the first set of cones.
- VI. Foot placement
- VII. Proper foot on ground with toe pointed in the direction of the first turn. Opposite foot remains on the foot peg.
- VIII. Both feet to remain on the foot boards while riding through maze.
- IX. Correct riding posture throughout the exercise
- X. Body erect, upright and centered over the school motorcycle.
- XI. Shoulders square and head up.
- XII. Eye placement and movement
- XIII. Student should be looking in the direction of intended travel.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- A. Eyes up and looking approximately 10-15' feet ahead of the front tire. Do not look down at the ground (maintain high visual horizon).
- XIV. Controlled operation of the throttle
- XV. Proper hand position – knuckles up.
- XVI. Slow speed/ low rpm's.
- XVII. Maintain consistent throttle setting (constant and steady). Discuss the importance of throttle control.
 - A. Controlled operation of the clutch
- XVIII. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch).
- XIX. Use all 4 fingers on clutch lever for better control.
- XX. Importance of not disengaging the clutch (a.k.a. abandoning the friction point) and delivering constant power to the rear wheel.
- XXI. 1st gear shall be utilized.
 - G. Controlled operation of the rear brake
- XXII. Light, consistent pressure on the rear brake control.
- XXIII. No front brake application during this exercise.
- XXIV. Handlebar transitions
- XXV. Handlebar transitions should be smooth, quick and decisive.
- XXVI. Maze exit
- XXVII. Look toward and ride to the maze exit.
- XXVIII. Slow the school motorcycle at the exit. Look left and right (good head checks) before proceeding out of the maze.

***Instructor's Note:** Instructors shall discuss the importance of “choosing the correct line” and the effect of irregular roadway surfaces on the motorcycle and/ or rider while friction point riding in a turn.

Application

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors will pick-up or realign cones if knocked over by the student.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
- III. Achieve the skills necessary to complete Mazes 5 and 6 without error.
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 16

- o Introduction to the 60 Foot Circle and the Switchback Exercises

Performance Objectives

- I. Students will acquire the proper skills needed to control a “freewheeling” motorcycle in a series of turning movements.
- II. Students will develop the ability to utilize proper clutch and throttle control and maintain coordinated balance while conducting turning maneuvers without the use of any brakes.
- III. Students will develop smooth, quick and decisive handlebar transitions (steering control) with correct head and eye placement.

Introduction

Good steering control is fundamental to safe motorcycle riding. Developing this skill is critical to developing a student’s overall ability to safely operate a police motorcycle while he/ she performs their daily traffic enforcement activities.

Presentation

- I. Instructors will assemble their students in squad formation in the area designated for the 60-Foot Circle and Switchback Exercises.
- II. Instructors will inform the students that this is a “freewheeling” exercise (no brake application) designed to improve their overall balance, handlebar transition skills, clutch and throttle control, as well as good head and eye placement.

***Instructors Note:** Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- III. Instructors will explain and demonstrate the following techniques to successfully complete the 60 Foot Circle and Switchback Exercises.
- IV. Entry point of each exercise
- V. The school motorcycle shall be in 1st gear and rolling forward toward the marked entrance, with hands and feet off the brake controls.
- VI. Correct riding posture throughout the exercise
- VII. Body erect, upright and centered over the school motorcycle.
- VIII. Shoulders square and head up.
- IX. Eye placement and movement
- X. Student should be looking ahead and in the direction of intended travel.

***Instructor's Note:** The instructor should remind the students to look 2-3 cones ahead (for the 60 Foot Circle) and one "gate" ahead (for the Switchback Exercise).

- XI. Eyes up. Do not look down at the ground (maintain high visual horizon).
- XII. Controlled operation of the throttle
- XIII. Proper hand position – knuckles up.
- XIV. Slow speed/ low rpm's.
- XV. Maintain consistent throttle setting (constant and steady).
(Note: discuss the importance of throttle control).
- XVI. Controlled operation of the clutch
- XVII. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the "sweet spot" of the clutch).
- XVIII. Use all 4 fingers on clutch lever for better control.
- XIX. 1st gear shall be utilized.
- XX. If the student is traveling too slow to maneuver around a cone, engage the clutch and add a small amount of throttle to deliver power to the rear wheel to maintain forward momentum.
- XXI. If the student is traveling too fast, disengage the clutch to remove power to the rear wheel.
 - A. Controlled operation of the brake controls
- XXII. No brake application shall be used while performing this exercise.
- XXIII. Handlebar transitions
- XXIV. Handlebar transitions shall be smooth, quick and decisive.
- XXV. Rapid handlebar transitions will provide better placement of the school motorcycle within the exercise and will compensate for errors made while completing either exercise.
- XXVI. Exit point of each exercise
- XXVII. The student shall maintain forward momentum of the school motorcycle until exiting the exercise at the marked locations.

- XXVIII. Upon exiting the exercise, the student shall apply the brake controls, safely slowing the school motorcycle and performing a head check in both directions.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. If student loses control of the school motorcycle, advise the student to simultaneously roll off of the throttle, disengage the clutch and to apply the brakes to bring the school motorcycle back under control.

Application

***Instructor's Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Have student complete several 60-Foot Circle exercises to the left and right.
- II. Have student complete several Switchback exercises, changing entry sides.
- III. Students will be given the opportunity, under direct instructor supervision, to practice both exercises as demonstrated.
- IV. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

***Instructor's Note:** Instructors will pick-up or realign cones if knocked over by the student.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
- III. Achieve the skills necessary to complete both the 60-foot circle and the Switchback exercises without error.
 - A. The student will demonstrate his/ her ability to utilize proper clutch and throttle control, decisive handlebar transitions, and coordinated balance while conducting a series of turning maneuvers while the school motorcycle is in a “freewheeling” mode (no brakes applied).
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

SEGMENT – 17

- o Maze practice

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** The student shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
- III. Achieve the skills necessary to complete all of the Mazes without error.
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE IV 1200-1500 (180 min)

SEGMENT – 18

- o Combination Braking practice

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor's Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders' inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
- III. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 19

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** The student shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
- III. Achieve the skills necessary to complete all of the Mazes without error.
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT - 20

- o Dirt Trailing

Performance Objectives

- I. The student will continue to develop skills needed to operate the school motorcycle in a changing environment over inconsistent surfaces and inclines.
- II. The student will continue to refine his/ her skills in identifying changing surfaces (soft and slick) and develop the ability to utilize the proper clutch, throttle and brake controls.
- III. The student will continue to develop good balance and the ability to maintain front-end control of the school motorcycle.
- IV. The student will continue to develop proper head and eye placement.

Introduction

During a typical work shift, motor officers encounter a wide variety of road surface conditions while conducting traffic enforcement activities. “Dirt trailing” is an invaluable tool utilized to simulate the changing road conditions (soft, slick, uneven, etc.) that the student is likely to encounter while riding a police motorcycle on hard surfaces. In addition, this segment will familiarize the student to the specific handling characteristics of a motorcycle which has experienced a sudden loss of air pressure and/ or traction in the tires.

Presentation

None

Application

***Instructor’s Note:** Inform the students that the school motorcycle’s ABS option shall be turned off prior to entering all dirt training areas. During Dirt Trailing, two instructors will ride with each squad, one in the lead and one at the tail.

- I. Instructors provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
- III. Achieve the skills necessary to complete Dirt Trailing without error.
- IV. Properly apply the motorcycle controls as well as adjust his/ her body position as dictated by changing surface conditions.
- V. Develop the ability to remain riding with his/her squad throughout the duration of the exercise.
- VI. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

SEGMENT – 21

- o Introduction to 90-Degree Dirt Slides

Performance Objectives`

- I. The student will acquire the proper divided attention skills necessary to operate a school motorcycle while conducting controlled 90-Degree Dirt Slides.
- II. The student will develop the ability to properly utilize the clutch, throttle, and rear brake in combination with decisive steering control and correct head and eye placement, resulting in a coordinated movement to facilitate a controlled slide.

Introduction

Developing the ability to successfully complete a 90-Degree Dirt Slide is important in developing the rapid manipulation and divided attention skills required in controlling the school motorcycle when the rear wheel locks up. This exercise requires the student to develop quick mental and physical reactions to control the school motorcycle. In addition, this exercise forces the student to perform a series of previously introduced techniques in rapid succession to maintain control of the school motorcycle and thus complete a proper 90-Degree Dirt Slide.

This exercise builds basic fundamentals. Mastering the skills needed to complete 90-Degree Dirt Slides is essential since they form the foundation to advanced exercises (e.g. 180-Degree Dirt Slides) which are scheduled to be introduced later in the training program.

Presentation

- I. Instructors and students will assemble as a group in the area of the dirt designated

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

for 90-Degree Dirt Slides.

***Instructors Note:** Inform the students that the school motorcycle's ABS option shall be turned off prior to entering all dirt training areas. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.

- II. The first instructor will explain the basic riding techniques necessary to successfully complete a series of 90-Degree Dirt Slides to the left and to the right.
- III. The first instructor will explain correct steering control, head and eye placement, and application of the rear brake to be utilized when performing a series of 90-Degree Dirt Slides.
- IV. The second instructor will demonstrate the proper techniques explained above to complete a controlled 90-Degree Dirt Slide.

Application

- I. Students will be divided back into squads with their assigned instructors at previously designated 90-Degree Dirt Slide locations.
- II. The 90-Degree Dirt Slide course will consist of four cones placed on the ground approximately 30 feet apart in a square pattern.
- III. Instructors will explain the following:
- IV. Starting point of the school motorcycle. Align the school motorcycle on the right side of a single starting cone to prepare for a left-hand slide and vice versa. Note: Students shall always start with a left-handed slide when beginning the exercise.
- V. Performing the exercise
- VI. The student shall be seated on school motorcycle at the starting point with the school motorcycle in 1st gear, the clutch disengaged, and all of the brakes applied.
- VII. The student shall have his/ her left foot on the ground (in preparation for a left hand slide), body in an upright position, head up and eyes looking toward the cone ahead.
- VIII. The student will accelerate forward, to the right of the first cone at an appropriate speed (Note: speed will increase as skill and confidence level increase). Discuss the consequences of too much speed (loss of control) and insufficient speed (inability to complete slide).
- IX. As the first cone approaches on the left:
- X. Simultaneously disengage the clutch and roll off of the throttle
- XI. Lock the rear wheel ("stab" the rear brake)
- XII. Turn head and look in the direction of the next cone on the course in sequence (i.e. 2nd cone)
- XIII. Turn the handlebars in the direction of the turn
- XIV. As the school motorcycle pivots around the cone, the student must maintain proper application of the controls while maintaining good balance.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- XV. **Note:** Premature release of the rear brake while the school motorcycle is in a slide will potentially result in the student being “high-sided” (ejected) from the school motorcycle.

Both feet should remain on the foot boards while turning/ sliding around the cones. The speed and angle of the school motorcycle may necessitate that the student occasionally place the inside foot on the ground momentarily to maintain balance and avoid falling over. This is acceptable as long as the foot returns quickly onto the foot board once the student regains control.

- XVI. When the rear of the school motorcycle slides 90 degrees and is pointing in the direction of the next cone, simultaneously release pressure on the rear brake, engage the clutch, and obtain a proper throttle setting while advancing toward the next cone.

- XVII. Repeat steps 3-6 above until the instructor concludes the exercise.

A. Reverse the exercise to the right.

- *Instructor’s Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

Instructors will pick-up or realign cones if knocked over by the student.

- XVIII. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.

- XIX. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
- III. Achieve the skills necessary to complete 90-Degree Dirt Slides without error.
- IV. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 22

- o Introduction to Cone Threading

Performance Objectives

- I. To continue to acquire the skills necessary to operate and maneuver a motorcycle around a straight-line cone pattern and subsequently complete a tight U-turn.
- II. To acquire the skills necessary to safely operate the motorcycle while utilizing proper friction point technique, smooth handlebar transitions, correct head and eye placement and combination braking to a designated point and placing the school motorcycle into neutral.
- III. To develop safe riding skills while riding in close proximity to other students (e.g. avoid potential conflicts during the U-turn portion of the exercise).

Introduction

The student will develop the skills necessary to safely operate the motorcycle in all types of traffic conditions during daily field activities. This exercise develops the rapid and divided attention skills required to operate the motorcycle in close proximity to other vehicles. These skills are critical to the performance of the motor officer.

Presentation

- I. Students gather at the cone threading location.
- II. Four instructors are needed for the cone threading demonstration – one to verbalize and three to demonstrate.
- III. Instructors will verbalize and demonstrate the following techniques for Cone Threading:
- IV. Starting point of the school motorcycle in the exercise
- V. Correct riding posture throughout the exercise
- VI. Body erect, upright and centered over the school motorcycle.
- VII. Shoulders square and head up.
- VIII. Eye placement and movement
 - A. The student should be looking ahead to the next cone to set up proper motorcycle placement (a.k.a. choosing the “proper line”).
- IX. Eyes up maintaining a high visual horizon.
- X. Controlled operation of the throttle
- XI. Proper hand position – knuckles up.
- XII. Maintain consistent throttle setting (constant and steady).
- XIII. Controlled operation of the clutch
- XIV. Maintain good friction point technique. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch)

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

- XV. Use all 4 fingers on clutch lever for better control
- XVI. Delivering constant power to the rear wheel (maintaining the friction point).
- XVII. 1st gear shall be utilized.
 - A. Controlled operation of the rear brake
- XVIII. Light, consistent pressure on the rear brake control during the exercise.
- XIX. Front brake shall not be utilized while maneuvering in the Cone Threading portion of the exercise.
- XX. Use combination braking at final stop.
 - A. Handlebar transitions
- XXI. Handlebar transitions should be smooth, quick and decisive.
- XXII. Instructors will verbalize and demonstrate a U-turn to the left.
- XXIII. Look in the direction of the turn
- XXIV. Don't look down.
- XXV. Imperative to observe students location in next lane.
- XXVI. Yield right of way to avoid collision with another student in adjacent lane.
- XXVII. Maintain proper friction point technique during turning movement
- XXVIII. Keep the U-turn tight and within own lane
 - XXIX. The finish portion of the exercise.
 - XXX. Accelerate moderately out of U-turn towards the starting line
 - XXXI. Shift the motorcycle into second gear
 - XXXII. Accelerate to a safe and adequate speed
 - XXXIII. Maintain proper lane position
 - XXXIV. Align the school motorcycle to the right of the starting cone
 - XXXV. Stopping the school motorcycle utilizing combination braking.
 - XXXVI. Simultaneously disengage the clutch, roll off of the throttle and apply front and rear brakes
 - XXXVII. Quickly and efficiently stopping the school motorcycle next to the student waiting at the start (handle bar to handle bar)
- XXXVIII. Upon stopping, the students' left handle grip must align with the left handle grip of the next student waiting in line.
- XXXIX. The finish line "Tap Off" exercise.
 - XL. With the motorcycle completely stopped, clutch disengaged, the and shift the transmission into neutral
 - XLI. The student will release the rear brake with the right foot, placing it on the ground for balance
 - XLII. Shift the transmission into neutral (green indicator light on the instruments)
 - XLIII. With the motorcycle safely in neutral, the student must now release the clutch lever remove his /her left hand from the hand grip and gently tap the left hand of the next student in line
 - XLIV. The next waiting student may now proceed into the exercise
 - A. At no time will the student release the front brake while performing the "tap off" portion of the above exercise
 - XLV. Return lane procedure.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- XLVI. Upon completion of the exercise the student will slowly proceed into the turnaround area, located approximately 200 feet behind the squads.
- XLVII. After completing a quick head check to left and right, the student will safely negotiate a tight right U-turn around the “turn around” cone yielding the right of way to other students.
- XLVIII. The student will then return to the exercise by proceeding to the rear of the lane that he /she started in.

***Instructor’s Note:** Instructors will pick-up or realign cones if knocked over by the student.

Application

***Instructor’s Note:** Inform the students that the school motorcycle’s ABS option shall be turned off prior performing this exercise. Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
- III. Achieve the skills necessary to complete the cone threading exercise
- IV. Demonstrate sound judgment and control of the school motorcycle while riding in a confined area and in close proximity to other students
- V. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE V 0600-1100 (300 min)

SEGMENT – 23
Day-3

- o Trailing

Performance Objectives

The student will develop the skills needed to safely operate the school motorcycle while trailing with other students. The students will enhance their skills in:

- I. Correct operation of the clutch, throttle and brake controls.
- II. Turning the school motorcycle utilizing smooth and decisive handlebar transitions.
- III. Head on a swivel looking for obstacles and hazards.
- IV. Maintain correct riding posture throughout the exercise.
- V. Proper head and eye placement.
- VI. Proper following distances.

Introduction

None

Presentation

None

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following habits:
 - A. Head on a swivel, looking for obstacles and hazards.
 - B. Smooth operation of the clutch, throttle and brake controls.
 - C. Smooth and decisive handlebar transitions while turning.
 - D. Maintain correct riding posture.
 - E. Maintain proper following distance

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete Trailing without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 24

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- A. Achieve the skills necessary to complete all of the Mazes without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 25

- o Combination Braking practice

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor’s Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders’ inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

***Instructor’s Note:** This is a progressive exercise. Each day the speed will increase to a maximum of 40 mph with a stopping distance of 75 feet. Students are instructed to start their combination braking application at the braking point (blue cone) and to bring the motorcycle to a complete stop within the end of the braking exercise. Students are evaluated on a daily basis. Students shall perform at an acceptable level and remain within the discussed safety limits in order to continue training.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 26

- o Combination Braking

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor's Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders' inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

***Instructor’s Note:** This is a progressive exercise. Each day the speed will increase to a maximum of 40 mph with a stopping distance of 75 feet. Students are instructed to start their combination braking application at the braking point (blue cone) and to bring the motorcycle to a complete stop within the end of the braking exercise. Students are evaluated on a daily basis. Students shall perform at an acceptable level and remain within the discussed safety limits in order to continue training.

SEGMENT – 27

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Presentation

None

Application

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete all of the Mazes without error.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating will result in removal from school.

SEGMENT – 28

- o Introduction to the Challenger Maze

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through a confined exercise area.
- II. To utilize proper clutch, throttle and rear brake controls ("friction point" technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.
- IV. To develop the skills needed to operate and control the school motorcycle on an incline surface.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in this maze permit the student to safely control the motorcycle in confined locations on an incline surface (e.g. congested traffic conditions on angled roadways, steep driveways, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

- I. Students gather at the designated location of the Challenger Maze.
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors explain and demonstrate the following:
 - A. Starting point
 1. The school motorcycle's front tire is positioned in the "painted starting box" with the handle bars turned to the left.
 - B. Foot placement
 1. Left foot on the ground with the left toe pointed in the direction of the first turn. Right foot remains on the foot board.
 2. Both feet shall remain on the foot boards while riding through the maze.
 - C. Correct riding posture throughout the exercise
 1. Body erect, upright and centered over the school motorcycle.
 2. Shoulders square and head up.
 - D. Eye placement and movement
 1. Student should be looking in the direction of intended travel.
 2. Eyes up and looking approximately 10-15' feet ahead of the front tire. Do not look down at the ground (maintain high visual horizon).
 - E. Controlled operation of the throttle
 1. Proper hand position – knuckles up.
 2. Slow speed/ low rpm's.
 3. Maintain consistent throttle setting (constant and steady).
(Note: Discuss the importance of throttle control).
 - F. Controlled operation of the clutch
 1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the "sweet spot" of the clutch).
 2. Use all 4 fingers on clutch lever for better control.
 3. Importance of not disengaging the clutch (a.k.a. abandoning the friction point) and delivering constant power to the rear wheel.
 4. 1st gear shall be utilized.
 - G. Controlled operation of the rear brake

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

1. Light, consistent pressure on the rear brake control.
 2. No front brake application during this exercise.
- H. Handlebar transitions
1. Handlebar transitions should be smooth, quick and decisive.
- I. Maze Exit
1. Look toward and ride to the maze exit.
 2. At the exit, slow, look left and right (good head checks) before proceeding out of the maze.

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors shall discuss the importance of “choosing the correct line” and to “properly dismount the school motorcycle” safely in the event the school motorcycle falls over.

Application

***Instructor's Note:** Instructors will pick-up or realign cones if knocked over by the student.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Challenger Maze without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 29

- o Introduction to Counter Steering

Performance Objectives

- I. The student will develop an understanding of counter steering dynamics.

Introduction

Counter steering is the most efficient way to steer a two-wheeled motorcycle around obstacles. Development of this skill is critical to the survival of a motorcycle officer. Failure to learn and apply the fundamentals of proper counter steering could cause the student to inadvertently steer directly into obstacles instead of around them.

Presentation

- I. Students gather around a school motorcycle in the area designated for counter steering.
- II. Only one instructor is needed for the counter steering lecture.

***Instructor's Note:** The instructor uses a motorcycle tire segment to accompany the lecture above.

- III. While seated on the school motorcycle, the instructor will verbalize the following techniques for counter steering:
 - A. Riding position while turning the school motorcycle
 - 1. Body erect, upright and centered over the school motorcycle.
 - 2. Shoulders square and head up.
 - 3. Eyes up (maintain high visual horizon).
 - 4. Feet on foot pegs.
 - 5. Hands on grips (do not cover controls).
 - 6. Consistent throttle setting.
 - B. Steering the school motorcycle
 - 1. To steer right, apply pressure to inside of right grip.
 - 2. To steer left, apply pressure to inside of left grip.
 - 3. To recover from right banking turn, apply pressure to inside of left grip.
 - 4. To recover from left banking turn, apply pressure to inside of right grip.
- IV. Steering Dynamics
 - A. Three critical elements; explain the following:
 - 1. Combined center of mass (CCOM) – rider plus motorcycle.
 - 2. Contact patch (CP)- “footprint” of tire on roadway surface.
 - 3. Coning- “outside” circumference of tire is smaller than “center” circumference of tire- motorcycle rolls toward center of the turn.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- B. Proceeding straight
 - 1. CCOM over motor.
 - 2. CP directly under CCOM.
 - 3. On “center” circumference of the tire.
 - 4. Motorcycle stability.
- C. Right turn
 - 1. CP must move to left of CCOM and stay there.
 - 2. Pushing on inside of right grip.
 - a. Moves front portion of front wheel slightly left (counter to intended right turn) and thus the term “counter-steering”
 - b. Immediately shifts CP to left of CCOM.
 - c. Leans motor to right and onto right side of tire tread area- coning effect takes place
 - 3. When necessary depth of turn is reached.
 - a. Pressure is relieved
 - b. Front portion of tire follows around to right
 - 4. If handlebars are turned (grabbed) to the right.
 - a. Opposite of counter steering occurs resulting in steering directly into the obstacle that the rider is attempting to avoid
- D. Left turn
 - 1. CP must move to right of CCOM and stay there.
 - 2. Pushing on inside of left grip.
 - a. Moves front portion of front wheel slightly right (counter to intended left turn) and thus the term “counter steering”
 - b. Immediately shifts CP to right of CCOM
 - c. Leans motor to left and onto left side of tire tread area-coning effect takes place
 - 3. When necessary depth of turn is reached.
 - a. Pressure is relieved
 - b. Front portion of tire follows around to left
 - 4. If handlebars are turned (grabbed) to the left.
 - a. Opposite of counter steering occurs resulting in steering directly into the obstacle that the rider is attempting to avoid
- E. Recovering from Turns
 - 1. Right banking turns.
 - a. Apply pressure to inside of left grip
 - i. Moves front portion of front wheel slightly right and deeper into turn
 - ii. Immediately shifts CP to right of CCOM
 - iii. Motorcycle “snaps back” to upright position
 - b. Relieve inside pressure on left grip and the motorcycle will remain straight
 - 2. Left banking turns.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- a. Apply pressure to inside of right grip
 - i. Moves front portion of front wheel slightly left and even deeper into turn
 - ii. Immediately shifts CP to left of CCOM
 - iii. Motorcycle “snaps back” to upright position
 - b. Relieve inside pressure on right grip and the motorcycle will remain straight
- F. Slaloming through consecutive turns
- 1. Alternate inside pressure from right grip to left grip.
 - 2. To pass cone on right – apply pressure to inside of right grip.
 - 3. To pass cone on left – apply pressure to inside of left grip.
 - 4. Pressure should be shifted smoothly from the inside of one grip to the other.
- G. Effective speeds for counter steering
- 1. Counter steering occurs above 12mph although it may occur at slower speeds- counter-steering can shift CP quickly in relation to CCOM.
 - 2. The higher the speed, the more dramatic and instantaneous the counter steering effect.
- H. Summary
- 1. Push in the direction you want to go.

Application

None

Testing

During High Speed Cone Weaving phase, the student must achieve the skills necessary to demonstrate proper Counter Steering.

SEGMENT – 30

- o Introduction to High Speed Cone Weaving

Performance Objectives

The student will successfully achieve the skill and consistently demonstrate the ability to apply the mechanics of counter steering and properly maneuver the school motorcycle around obstacles.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Introduction

Counter steering is the most efficient way to steer a two-wheeled motorcycle around obstacles. Development of this skill is critical to the survival of a motorcycle officer. Failure to learn and apply the fundamentals of proper counter steering could cause the student to inadvertently steer directly into obstacles instead of around them.

Presentation

- I. Students gather in an area designated for High Speed Cone Weaving
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors will verbalize and demonstrate the following techniques for High Speed Cone Weaving:

***Instructor's Note:** For purposes of the demonstration only, instructor opens hands on grips to show that positive palm pressure is all that is needed to effect counter steering around obstacles.

The High-speed Cone Weaving course is a series of (7) cones set out approximately 20' apart and offset along a straight line painted on the ground. A starting point, designated by two additional cones, is positioned approximately 150' from the first cone of the exercise to allow the students ample distance to attain the proper entry speed into the Counter Steering exercise.

- A. Starting position
 1. The school motorcycle is positioned between the two starting cones.
 2. Entry into the exercise.
 - a. Accelerate the school motorcycle to 30 mph/ 3rd gear
 - b. Attain consistent target speed quickly prior to initiating counter steering at first cone
 - c. Hands on grips without covering the controls
 3. Counter Steering.
 - a. As the school motorcycle approaches the first cone (the school motorcycle should be aimed to the right of the first cone), apply firm pressure to the inside of the left grip causing slight movement of the front tire to the right causing the school motorcycle to counter steer to the left and around the first cone
 - b. As the school motorcycle proceeds to the second cone (the school motorcycle should be aimed to the left of the second cone), apply

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- firm pressure to the inside of the right grip causing slight movement of the front tire to the left causing the school motorcycle to counter steer to the right and around the second cone
- c. This pattern is continued, alternating left and right, until all 7 cones have been negotiated
 - d. As the student passes the last cone, he/ she will exit the exercise and be directed on a “cool off” route that ultimately leads them back to the beginning of the exercise

***Instructors Note:** The entire class should be cycled through the exercise a minimum of two times.

Application

***Instructor’s Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. Achieve the skills necessary to complete High Speed Cone Weaving without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 31

- o Introduction to the Monster

Performance Objectives

- I. The student will develop the ability to properly utilize the clutch, throttle, and rear brake in combination with decisive steering control with correct head and eye placement, to control the school motorcycle in a “more than” 90-degree slide.
- II. The student will acquire the skills necessary to safely operate the motorcycle while utilizing proper friction point technique, smooth handlebar transitions, with correct head and eye placement to control a motorcycle in a straight-line cone pattern and subsequent tight U-turn.
- III. The student will develop safe riding skills, while performing in a high stress environment, riding in close proximity to other students (e.g. potential conflicts during the 90-Degree Slide and U-turn portion of the exercise).
- IV. The student will learn to assess and ride within their individual ability level and to develop the ability to multitask while exercising good judgment and common sense.

Introduction

This exercise is a combination of two previously introduced exercises (90-degree slides and cone threading) into one larger exercise and introduces the student to the stress of competition. Developing the ability to successfully complete a 90-degree slide and to maneuver around cones is important in developing the rapid manipulation and divided attention skills required in controlling a motorcycle in a variety of roadway conditions. This exercise also requires the student to operate the school motorcycle in close proximity to other vehicles under stress. These skills are critical for safe operation of the police motorcycle during the performance of routine daily activities.

Presentation

- I. Instructors and students will assemble at the monster competition course.
 - A. The monster competition course is laid out utilizing a total of 26 cones (2 large, 2 medium, and 22 small cones). It consists of five sections (the start line, a “more than” 90-degree slide to the left, a cone threading and U-turn section, a 90-degree slide to the right, and the finish line).

***Instructors Note:** Three instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second and third instructors are dedicated to physically demonstrating the exercise.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- II. The first instructor will explain the basic riding techniques necessary to successfully complete a “more than” 90-degree slide to the left.
 - A. Proper application of the clutch, throttle, and rear brake
 - B. Decisive steering control with correct head and eye placement
- III. The first instructor will explain the basic riding techniques necessary to successfully negotiate in and out of a series of seven cones laid out in a straight line and ending with a tight U-turn.
 - A. Proper friction point technique
 - B. Smooth handlebar transitions along with correct head and eye placement
- IV. The first instructor will explain the basic riding techniques necessary to successfully complete a 90-degree slide to the right.
 - A. Proper application of the clutch, throttle, and rear brake
 - B. Decisive steering control with correct head and eye placement
- V. The first instructor will identify and discuss the following:
 - A. Lane #1 and lane #2
 - B. The finish lines
 - C. Both return lanes
 - D. The danger of potential conflicts while riding in close proximity to other students while on the course
- VI. The second and third instructors will demonstrate the proper techniques utilized to successfully complete the Monster Competition.

Application

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.
- III. The Monster Competition is run by the lead instructor.

***Instructor’s Note:** Instructors will pick-up or realign cones if knocked over by the student.

Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of Monster Competition. Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

Testing

- I. Students are evaluated daily in established categories and determined to be at a

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Monster Competition without error.
 - III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE VI 1200-1500 (180 min)

SEGMENT – 32

- o Combination Braking

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor's Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders' inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

***Instructor’s Note:** This is a progressive exercise. Each day the speed will increase to a maximum of 40 mph with a stopping distance of 75 feet. Students are instructed to start their combination braking application at the braking point (blue cone) and to bring the motorcycle to a complete stop within the end of the braking exercise. Students are evaluated on a daily basis. Students shall perform at an acceptable level and remain within the discussed safety limits in order to continue training.

SEGMENT – 33

- o Introduction to the Hillside Maze

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through a confined exercise area.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.
- IV. To develop the skills needed to operate and control the school motorcycle on an incline surface.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in this maze permit the student to safely control the motorcycle in confined locations on an incline surface (e.g. congested traffic conditions on angled roadways, steep driveways, etc.) that he/ she is likely to encounter during daily field activities.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Presentation

- I. Students gather at the designated location of the Hillside maze.
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors explain and demonstrate the following:
 - A. Starting point
 1. Position the front tire of the school motorcycle between the first set of cones at the entrance to the maze.
 - B. Foot placement
 1. Right foot on ground with the toe pointed in the direction of the first turn. Left foot remains on the foot peg.
 2. Both feet to remain on the foot pegs while riding through the maze.
 - C. Correct riding posture throughout the exercise
 1. Body erect, upright and centered over the school motorcycle.
 2. Shoulders square and head up.
 - D. Eye placement and movement
 1. Student should be looking in the direction of intended travel.
 2. Eyes up and looking approximately 10-15' feet ahead of the front tire. Do not look down at the ground (maintain high visual horizon).
 - E. Controlled operation of the throttle
 1. Proper hand position – knuckles up.
 2. Slow speed/ low rpm's.
 3. Maintain consistent throttle setting (constant and steady). Discuss the importance of throttle control.
 - F. Controlled operation of the clutch
 1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch).
 2. Use all 4 fingers on clutch lever for better control.
 3. Importance of not disengaging the clutch (a.k.a. abandoning the friction point) and delivering constant power to the rear wheel.
 4. 1st gear shall be utilized.
 - G. Controlled operation of the rear brake
 1. Light, consistent pressure on the rear brake control.
 2. No front brake application during this exercise.
 - H. Handlebar transitions
 1. Handlebar transitions should be smooth, quick and decisive.
 - I. Maze exit
 1. Look toward and ride to the maze exit.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

2. At the exit, slow, look left and right (good head checks) before proceeding out of the maze.

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to completing the exercise.

Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

Instructors shall discuss the importance of “choosing the correct line” and to “properly dismount the school motorcycle” safely in the event the school motorcycle falls over.

Application

***Instructor's Note:** Instructors will pick-up or realign cones if knocked over by the student.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Hillside Maze without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 34

- o Maze practice

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete all of the Mazes without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT - 35

- o Dirt Trailing

Performance Objectives

- I. The student will continue to develop skills needed to operate the school motorcycle in a changing environment over inconsistent surfaces and inclines.
- II. The student will continue to refine his/ her skills in identifying changing surfaces (soft and slick) and develop the ability to utilize the proper clutch, throttle and brake controls.
- III. The student will continue to develop good balance and the ability to maintain front-end control of the school motorcycle.
- IV. The student will continue to develop proper head and eye placement.

Introduction

During the course of a typical work shift, motor officers encounter a wide variety of road surface conditions while conducting traffic enforcement activities. “Dirt trailing” is an invaluable tool utilized to simulate the changing road conditions (soft, slick, uneven, etc.) that the student is likely to encounter while riding a police motorcycle on hard surfaces. In addition, this segment will familiarize the student to the specific handling characteristics of a motorcycle which has experienced a sudden loss of air pressure and/ or traction in the tires.

Presentation

None

Application

***Instructor’s Note:** Inform the students that the school motorcycle’s ABS option shall be turned off prior to entering all dirt training areas. During Dirt Trailing, two instructors will ride with each squad, one in the lead and one at the tail.

- I. Instructors provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. Achieve the skills necessary to complete Dirt Trailing without error.
 - B. Properly apply the motorcycle controls as well as adjust his/ her body position as dictated by changing surface conditions.
 - C. Develop the ability to remain riding with his/her squad throughout the duration of the exercise.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

SEGMENT – 36

- o 90-Degree Dirt Slides

Performance Objectives`

- I. The student will continue to acquire the proper divided attention skills necessary to operate a school motorcycle while conducting controlled 90-Degree Dirt Slides.
- II. The student will continue to develop the ability to properly utilize the clutch, throttle, and rear brake in combination with decisive steering control and correct head and eye placement, resulting in a coordinated movement to facilitate a controlled slide.

Introduction

Developing the ability to successfully complete a 90-Degree Dirt Slide is important in developing the rapid manipulation and divided attention skills required in controlling the school motorcycle when the rear wheel locks up. This exercise requires the student to develop quick mental and physical reactions to control the school motorcycle. In addition, this exercise forces the student to perform a series of previously introduced techniques in rapid succession to maintain control of the school motorcycle and thus complete a proper 90-Degree Dirt Slide.

This exercise builds basic fundamentals. Mastering the skills needed to complete 90-Degree Dirt Slides is essential since they form the foundation to advanced exercises (e.g. 180-Degree Dirt Slides) which are scheduled to be introduced later in the training program.

Presentation

None.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Application

***Instructor's Note:** Inform the students that the school motorcycle's ABS option shall be turned off prior to entering all dirt training areas. Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.
Instructors will pick-up or realign cones if knocked over by the student.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete 90-Degree Dirt Slides without error.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating may result in removal from school.

SEGMENT – 37

- o Introduction to 180-Degree Dirt Slides

Performance Objectives

- I. The student will acquire the proper divided attention skills necessary to operate a school motorcycle while conducting controlled 180-degree slides in the dirt.
- II. The student will develop the ability to properly utilize the clutch, throttle, and rear brake in combination with decisive steering control and correct head and eye placement, resulting in a coordinated movement to facilitate a controlled slide.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Introduction

Developing the ability to successfully complete a 180-Degree Dirt Slide is important in developing the rapid manipulation and divided attention skills required in controlling the school motorcycle when the rear wheel locks up. This exercise requires the student to develop quick mental and physical reactions to control the school motorcycle. In addition, this exercise forces the student to perform a series of previously introduced techniques in rapid succession to maintain control of the school motorcycle and thus complete a proper 180-Degree Dirt Slide.

This exercise builds basic fundamentals. Mastering the skills needed to complete 180-Degree Dirt Slides is essential since they form the foundation to advanced exercises (e.g. Dirt Scrambles) which are scheduled to be introduced later in the training program.

Presentation

- I. Instructors and students will assemble as a group in the area of the dirt designated for 180-Degree Dirt Slides.

***Instructors Note:** Inform the students that the school motorcycle's ABS option shall be turned off prior to entering all dirt training areas.

Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.

- II. The first instructor will explain the basic riding techniques necessary to complete a 180-Degree Dirt Slide.
 - A. The instructor will explain correct steering control, good head and eye placement, and the proper application of the rear brake to be utilized when performing the first portion of a 180-Degree Dirt Slide.
 - B. The instructor will explain the technique of placing the inside foot on the ground for support as the school motorcycle pivots in a 180-degree change of direction.
 - C. The instructor will then explain correct steering control, good head and eye placement, and the proper application of power (using the clutch and throttle) to the rear wheel to be utilized when performing the last portion of a 180-Degree Dirt Slide.
- III. The second instructor will demonstrate the proper techniques utilized to successfully complete a controlled 180-Degree Dirt Slide.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Application

- I. Students will be divided back into squads with their assigned instructors at separate and previously designated 180-degree dirt slide locations.
 - A. The 180-Degree Dirt Slide course
 1. Two medium cones placed on the ground approximately 40 feet apart.
- II. Instructors will explain the following:
 - A. Starting point of the school motorcycle
 1. Align the school motorcycle on the right side of the first cone to prepare for a left-hand slide and vice versa. (Note: Students shall always start with a left-handed slide).
 - B. Performing the exercise.
 1. The student shall be seated on school motorcycle at the starting point with motorcycle in 1st gear, the clutch disengaged, and all brakes applied.
 2. The student will accelerate forward and to the right of the second cone at the appropriate speed (Note: speed will increase as skill and confidence level increase).
 3. As the second cone approaches on the left:
 - a. Simultaneously disengage the clutch and roll off of the throttle
 - b. Lock the rear wheel (“stab” the rear brake)
 - c. Turn head and look in the direction of intended travel (back at the first cone)
 - d. Turn the handlebars in the direction of intended travel (to the left)
 - e. Drop the “inside” foot to the ground for support.
 4. Completing the 180-Degree Dirt Slide (as the cone slides past on the left and the motorcycle rotates 90-degrees and comes to a stop):
 - a. Release the rear brake
 - b. Look in the direction of intended travel (back to the first cone)
 - c. Simultaneously engage the clutch and deliver the necessary amount of power to the rear (enough to allow the rear wheel to break traction with the dirt surface), and return toward the first cone
 - d. As the school motorcycle begins to move forward and straighten out, return the handlebars to a neutral position
 - e. Return inside foot to foot board
 5. Repeat steps 1-4 above until the instructor concludes the exercise.
 6. Reverse the direction of the exercise to the right.

***Instructor’s Note:** Release of the rear brake while the school motorcycle is in a slide could potentially result in the student being “high-sided” (ejected) from the motorcycle.
Instructors will pick-up or realign cones if knocked over by the student.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- III. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- IV. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete 180-Degree Dirt Slides without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 38

- o Cone Threading

Performance Objectives

- I. To continue to acquire the skills necessary to operate and maneuver a motorcycle around a straight-line cone pattern and subsequently complete a tight U-turn.
- II. To continue to acquire the skills necessary to safely operate the motorcycle while utilizing proper friction point technique, smooth handlebar transitions, correct head and eye placement and combination braking to a designated point and placing the school motorcycle into neutral.
- III. To continue to develop safe riding skills while riding in close proximity to other students (e.g. avoid potential conflicts during the U-turn portion of the exercise).

Introduction

The student will continue to develop the skills necessary to safely operate the motorcycle in all types of traffic conditions during daily field activities. This exercise develops the rapid and divided attention skills required to operate the motorcycle in close proximity to other vehicles. These skills are critical to the performance of the motor officer.

Presentation

None.

Application

***Instructor's Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as previously demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. Achieve the skills necessary to complete the cone threading exercise
 - B. Demonstrate sound judgment and control of the school motorcycle while riding in a confined area and in close proximity to other students
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE VII 0600-1100 (300 min)

Day-4
SEGMENT – 39

- o Trailing

Performance Objectives

The student will develop the skills needed to safely operate the school motorcycle while trailing with other students. The students will enhance their skills in:

- I. Correct operation of the clutch, throttle and brake controls.
- II. Turning the school motorcycle utilizing smooth and decisive handlebar transitions.
- III. Head on a swivel looking for obstacles and hazards.
- IV. Maintain correct riding posture throughout the exercise.
- V. Proper head and eye placement.
- VI. Proper following distances.

Introduction

None

Presentation

None

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following habits:
 - A. Head on a swivel, looking for obstacles and hazards.
 - B. Smooth operation of the clutch, throttle and brake controls.
 - C. Smooth and decisive handlebar transitions while turning.
 - D. Maintain correct riding posture.
 - E. Maintain proper following distance

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete Trailing without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 40

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete all of the Mazes without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 41

- o Combination Braking practice

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor’s Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders’ inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 42

o Introduction to the Hillside Figure 8 Maze

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through a confined exercise area.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.
- IV. To develop the skills needed to operate and control the school motorcycle on an incline surface.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in this maze permit the student to safely control the motorcycle in confined locations on an incline surface (e.g. congested traffic conditions on angled roadways, steep driveways, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

- I. Students gather at the location of the Hillside Figure 8 Maze.
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors explain and demonstrate the following:
 - A. Starting point
 1. Position the front tire of the school motorcycle at the start, between the first set of cones.
 - B. Foot placement
 1. Place the right foot on the ground with the toe pointed in the direction of the first turn. The left foot remains on the left foot board.
 2. Both feet are to remain on the foot boards while riding through the maze.
 - C. Correct Riding Posture throughout the exercise
 1. Body erect, upright and centered over the school motorcycle.
 2. Shoulders square and head up.

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

- D. Eye placement and movement
 - 1. Student should be looking in the direction of intended travel.
 - 2. Eyes up and looking approximately 10-15' feet ahead of the front tire. Do not look down at the ground (maintain high visual horizon).
- E. Controlled operation of the throttle
 - 1. Proper hand position – knuckles up.
 - 2. Slow speed/ low rpm's.
 - 3. Maintain consistent throttle setting (constant and steady). Discuss the importance of throttle control.
- F. Controlled operation of the clutch
 - 1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch).
 - 2. Use all 4 fingers on clutch lever for better control.
 - 3. Importance of not disengaging the clutch (a.k.a. abandoning the friction point) and delivering constant power to the rear wheel.
 - 4. 1st gear shall be utilized.
- G. Controlled operation of the rear brake
 - 1. Light, consistent pressure on the rear brake control.
 - 2. No front brake application during this exercise.
- H. Handlebar transitions
 - 1. Handlebar transitions should be smooth, quick and decisive.
- I. Maze exit
 - 1. Look toward and ride to the maze exit.
 - 2. At the exit, slow, look left and right (good head checks) before proceeding out of the maze.

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to completing the Hillside Figure 8 maze. Instructors shall discuss the importance of “choosing the correct line” and to “properly dismount the school motorcycle” safely in the event the school motorcycle falls over. If the student loses control of the school motorcycle, advise he/she to simultaneously roll of the throttle, disengage the clutch and apply the brakes to bring the school motorcycle under control. Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the controls. Instructors will pick-up and realign cones if knocked over by the student.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Application

- I. Students are given the opportunity, under direct supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as needed.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Hillside Figure 8 Maze without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level may result in removal from school.

SEGMENT – 43

- o Combination Braking

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor’s Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders’ inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

***Instructor’s Note:** This is a progressive exercise. Each day the speed will increase to a maximum of 40 mph with a stopping distance of 75 feet. Students are instructed to start their combination braking application at the braking point (blue cone) and to bring the motorcycle to a complete stop within the end of the braking exercise. Students are evaluated on a daily basis. Students shall perform at an acceptable level and remain within the discussed safety limits in order to continue training.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 44

o Introduction to the Collision Avoidance

Performance Objectives

- I. The student must demonstrate an understanding and ability to apply the fundamentals learned in the Collision Avoidance introduction .
- II. The student will develop the ability to identify and react to a hazardous situation, by selecting the proper avoidance option.
- III. Initiate and execute the proper maneuver at the prescribed speed and initiate combination braking.

Introduction

The enforcement rider who is faced with an obstacle in the roadway must often make an immediate decision regarding the best method by which to avoid a collision. In addition to the necessary training and experience in controlling the motorcycle, the rider must also have some understanding of the options available in order to avoid a collision. The ability to react instinctively and to control a motorcycle under maximum braking efficiency is vital to the safety and survival of a motorcycle officer.

Presentation

- I. Students gather in the Collision Avoidance area.
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors will verbalize and demonstrate the following techniques for the Collision Avoidance Exercise:
 - A. Starting position
 1. The police motorcycle is positioned between the two starting cones
 2. Entry into the exercise
 - a. Accelerate the motorcycle to the designated speed, not exceed 30 mph/ 3rd gear
 - b. Attain consistent target speed quickly prior to entering the course
 - c. Hands on grips without covering the controls
 - B. Perception
 1. The rider will be presented with one of three situations to react too. These situations are simulated with green and red traffic lights. The green light

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

designates the lane which the rider must safely maneuver the motorcycle into. The red lights designate the blocked or impassible lanes on the course. The three situations are as follows:

- a. Left-Green; Center-Red; Right-Red. The rider counter steers to the Left, aligning the motorcycle in the left lane and initiates combination braking to bring the motorcycle to a controlled stop at the stop-sign on the course.
- b. Left-Red; Center-Red; Right-Green. The rider counter steers to the Right, aligning the motorcycle in the Right lane and initiates combination braking to bring the motorcycle to a controlled stop at the stop-sign on the course.
- c. Left-Red; Center-Green; Right-Red. The rider continues straight and initiates combination braking, stopping the motorcycle at the stop-sign on the course.

C. Maneuver

1. Stay off the brakes
2. Counter steer in the intended direction
3. Recover from the counter steer and obtain a vertical riding position, with the handle bars straight

D. Combination braking

1. Roll off the throttle
2. Disengage the clutch (which will remove power to the rear wheel).
3. Apply the front and rear brakes in the following sequence:
(Note: Steps A-G are performed simultaneously)
 - a. Place all four fingers on the brake lever
 - b. Firm and smooth application
 - c. Maximize front brake capability
 - d. Rotate the ball of the right foot onto the rear brake lever
 - e. Keep the arch of the right foot placed on the foot peg
 - f. Push back on the handle bars to maintain proper posture and seat position
 - g. Maintain directional control of the motorcycle
 - h. Bring the motorcycle to a stop and place the proper foot on the ground for balance.

Instructor's Note: Session speed TBD by the primary instructor. Factors considered in determining the specific speed for each segment include: weather, number of prior braking sessions completed by riders, roadway conditions

Application

***Instructor's Note:** Instructors will pick-up or realign cones if knocked over by the student.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 45

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Presentation

None

Application

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete all of the Mazes without error.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT - 46

- o Introduction to the Road Course (classroom)

Performance Objectives

- I. The student will learn the exact route, via a drawn diagram, of the Road Course. The Road Course is a prescribed course with defined boundaries.
- II. The student will learn the rules of the Road Course.
- III. The student will develop the ability to complete this exercise by combining previously introduced/ learned technical riding skills which must be applied in succession as the Student proceeds along the 1 mile course and within a prescribed target time.
- IV. The student will understand the criteria by which they will be evaluated in the exercise.

Introduction

While operating a motorcycle in an enforcement mode, the motor officer must be aggressive to apprehend violators while maintaining complete control of the motorcycle at all times. This is often referred to as “controlled aggressive riding”. This exercise develops this concept by combining a series of technical riding skills performed in succession that must be completed error free within a prescribed target time. The proficiency level of the student is measured by the number of errors committed (e.g. cones down, wrong foot down, etc.) as the student rides along the course within a prescribed target time. The skills employed to successfully navigate the course are identical to the skills utilized by the motor officer to safely operate a police motorcycle while conducting traffic enforcement duties.

Presentation

- I. Only one instructor (usually the lead instructor) is needed for explanation in this segment (there is no demonstration).
- II. The students are assembled together in the classroom.
- III. The course components are presented to the students in chronological order, via a drawn Diagram. The following major sections will be discussed in detail:
 - A. The starting line of the course
 - B. The tight circle to the right
 - C. The cone weave section
 - D. The cone threading section
 - E. The tight circle to the left
 - F. The “D-Cell” U-turn
 - G. The lane selector section

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- H. The finish line
- IV. The rules of the Road Course are as follows:
 - A. Students start the exercise with a score of 100. The students are scored on each of their runs and must achieve a minimum qualifying score of 80 while riding in the “up” or “down” positions in order to pass this phase of training. Students will be given a maximum of three attempts to achieve the best qualifying score. If the students fail to qualify, instructors will provide immediate remediation and critique the student’s ability to improve their performance to an acceptable level. The students will be given two additional attempts to qualify. ***Failure to achieve the minimum score will result in the removal of the student from the school.***
 - B. A point is subtracted for each second faster or slower than the target time of 3 minutes 15 seconds. Time is rounded up or down to the nearest second
 - C. Five points are subtracted for each cone knocked down throughout the course
 - D. Five points are subtracted each time the student fails to perform the course as demonstrated (foot down, dropping the school motorcycle, etc.)

Application

Students will be given adequate time in subsequent training segments to practice this exercise and improve their individual proficiency level.

The OIC and lead instructor are positioned at the start. The other instructors are located at strategic locations throughout the course, shall monitor each student’s progress and provide immediate feedback to the student at the conclusion of each run so their performance can be adjusted to an acceptable level. The lead instructor will provide additional instruction and/or remediation as needed.

Testing

During the practical application phase, the student must demonstrate the skills necessary to safely complete the Road Course without error and within a prescribed target time.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT- 47

- o Introduction to the Road Course (practical application)

Performance Objectives

- I. The student will ride the route of the Road Course. The Road Course is a prescribed course with defined boundaries.
- II. The student will learn the rules of the Road Course.
- III. The student will develop the ability to qualify by combining previously introduced/learned technical riding skills which must be applied in succession as the student proceeds along the 1 mile course and within a prescribed target time.

Introduction

While operating a motorcycle in an enforcement mode, the motor officer must be aggressive to apprehend violators while maintaining complete control of the motorcycle at all times. This is often referred to as “controlled aggressive riding”. This exercise develops this concept by combining a series of technical riding skills performed in succession that must be completed error free within a prescribed target time. The proficiency level of the student is measured by the number of errors committed (e.g. cones down, wrong foot down, etc.) as the student rides along the course within a prescribed target time. The skills employed to successfully navigate the course are identical to the skills utilized by the motor officer to safely operate a police motorcycle while conducting traffic enforcement duties.

Presentation

- I. The course is set up per the prescribed diagram.
- II. The students are assembled at the start of the exercise.
- III. Three instructors are required to demonstrate the exercise – one to verbalize the instructions and two to demonstrate the course during the verbalization.

***Instructor Note:** The exercise is explained and demonstrated to the students in segments. The students move with an instructor around the 1 mile course from segment to segment. In-depth explanations are not required, the techniques for each segment have been previously introduced, practiced, and mastered by each student prior to this exercise. The important issue during this presentation is that the students understand the route of the course and the criteria by which they will be evaluated in the exercise.

Application

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- I. The OIC and four instructors are assigned to the start/finish to begin and monitor the exercise. The rest of the instructors are deployed at crucial locations throughout the course to monitor the performance of the students, relay information and critique the riding techniques demonstrated by the students.
- II. The students ride the course a minimum of two times without a partner in order to familiarize themselves with the route of the course. They are then paired up and ride the rest of the time with a partner in order to demonstrate acceptable paired riding techniques.
- III. The performance as well as critiques of his/her riding techniques are supplied to the student at the end of each run so their performance can be adjusted to an acceptable level.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Road Course as demonstrated without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE VIII 1200-1500 (180 min)

SEGMENT – 48

- o The Monster Competition

Performance Objectives

- I. The student will develop the ability to properly utilize the clutch, throttle, and rear brake in combination with decisive steering control with correct head and eye placement, to control the school motorcycle in a “more than” 90-degree slide.
- II. The student will acquire the skills necessary to safely operate the motorcycle while utilizing proper friction point technique, smooth handlebar transitions, with correct head and eye placement to control a motorcycle in a straight-line cone pattern and subsequent tight U-turn.
- III. The student will develop safe riding skills, while performing in a high stress environment, riding in close proximity to other students (e.g. potential conflicts during the 90-Degree Slide and U-turn portion of the exercise).
- IV. The student will learn to assess and ride within their individual ability level and to develop the ability to multitask while exercising good judgment and common sense.

Introduction

This exercise is a combination of two previously introduced exercises (90-degree slides and cone threading) into one larger exercise and introduces the student to the stress of competition. Developing the ability to successfully complete a 90-degree slide and to maneuver around cones is important in developing the rapid manipulation and divided attention skills required in controlling a motorcycle in a variety of roadway conditions. This exercise also requires the student to operate the school motorcycle in close proximity to other vehicles under stress. These skills are critical for safe operation of the police motorcycle during the performance of routine daily activities.

Presentation

None.

Application

- I. Students will be given the opportunity, under direct instructor supervision, to perform the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

III. The Monster Competition is run by the lead instructor.

***Instructor's Note:** Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of Monster Competition. Instructors will pick-up or realign cones if knocked over by the student.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Monster Competition without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 49

- o Dirt Trailing

Performance Objectives

- I. The student will continue to develop skills needed to operate the school motorcycle in a changing environment over inconsistent surfaces and inclines.
- II. The student will continue to refine his/ her skills in identifying changing surfaces (soft and slick) and develop the ability to utilize the proper clutch, throttle and brake controls.
- III. The student will continue to develop good balance and the ability to maintain front-end control of the school motorcycle.
- IV. The student will continue to develop proper head and eye placement.

Introduction

During the course of a typical work shift, motor officers encounter a wide variety of road surface conditions while conducting traffic enforcement activities. “Dirt trailing” is an invaluable tool utilized to simulate the changing road conditions (soft, slick, uneven, etc.) that the student is likely to encounter while riding a police motorcycle on hard surfaces. In addition, this segment will familiarize the student to the specific handling characteristics of a motorcycle which has experienced a sudden loss of air pressure and/ or traction in the tires.

Presentation

None

Application

***Instructor’s Note:** Inform the students that the school motorcycle’s ABS option shall be turned off prior to entering all dirt training areas. During Dirt Trailing, two instructors will ride with each squad, one in the lead and one at the tail.

- I. Instructors provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. Achieve the skills necessary to complete Dirt Trailing without error.
 - B. Properly apply the motorcycle controls as well as adjust his/ her body position as dictated by changing surface conditions.
 - C. Develop the ability to remain riding with his/her squad throughout the duration of the exercise.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

SEGMENT – 50

- o 180-Degree Dirt Slides

Performance Objectives

- I. The student will continue to acquire the proper divided attention skills necessary to operate a school motorcycle while conducting controlled 180-degree slides in the dirt.
- II. The student will continue to develop the ability to properly utilize the clutch, throttle, and rear brake in combination with decisive steering control and correct head and eye placement, resulting in a coordinated movement to facilitate a controlled slide.

Introduction

Developing the ability to successfully complete a 180-Degree Dirt Slide is important in developing the rapid manipulation and divided attention skills required in controlling the school motorcycle when the rear wheel locks up. This exercise requires the student to develop quick mental and physical reactions to control the school motorcycle. In addition, this exercise forces the student to perform a series of previously introduced techniques in rapid succession to maintain control of the school motorcycle and thus complete a proper 180-Degree Dirt Slide.

This exercise builds basic fundamentals. Mastering the skills needed to complete 180-Degree Dirt Slides is essential since they form the foundation to advanced exercises (e.g. Dirt Scrambles) which are scheduled to be introduced later in the training program.

Presentation

None.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Application

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

***Instructor's Note:** Inform the students that the school motorcycle's ABS option shall be turned off prior to entering all dirt training areas.
Release of the rear brake while the school motorcycle is in a slide could potentially result in the student being "high-sided" (ejected) from the motorcycle.
Instructors will pick-up or realign cones if knocked over by the student.
Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete 180-Degree Dirt Slides without error.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating may result in removal from school.

SEGMENT – 51

- o Introduction to Dirt Scrambles

Performance Objectives

- I. The student will acquire the ability to correctly perform a series of linked 180-degree slides, both left and right.
- II. The student will develop the skills to safely perform this exercise in close proximity to another rider by demonstrating complete control of the school motorcycle using good judgment in a high stress competitive environment, which simulates emergency operations of the police motorcycle.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Introduction

While on-duty in an enforcement riding mode, motor officers are continually put in positions where they operate their vehicles under stressful situations. It is imperative that control is maintained throughout the time these divided attention skills are required. A motor officer must performed these skills safely in rapid succession utilizing good judgment and stamina.

Presentation

- I. The course is set-up using two sets of medium size cones with 11 cones in each set (one orange set and one blue set).
 - A. The cones are set up as two individual off-set routes next to one another approximately 10 feet apart (one orange route and one blue route)
 - B. Two cones from each set are aligned approximately 4 feet apart representing the starting gates for each (off-set) route
 - C. Seven cones from each set are then placed approximately 30 feet apart in a switchback pattern marking out the pivot point for each 180 degree slide along the route
 - D. Two cones from each set are aligned approximately 4 feet apart at the end of the switchback pattern, representing the (off-set) finish line for each route

***Instructor's Note:** Inform the students that the school motorcycle's ABS option shall be turned off prior to entering all dirt training areas. Instructors and students will assemble as a group in the area of the dirt designated for the Dirt Scrambles.

The lead and two other instructors are needed for the explanation and demonstration.

The lead instructor is dedicated to verbalizing the exercise. The other two instructors are dedicated to physically demonstrating the exercise.

- A. The lead instructor will explain the course as follows:
 1. Two students ride the course at the same time (one in the orange route and one in the blue route).
 2. The students start in their perspective starting gates.
 3. The lead instructor starts each pair of students, at the same time, into the course.
 4. The students accelerate forward aggressively in 1st gear.
 5. The students perform a 180-degree slide to the left and continue to maneuver through the course by performing a 180-degree slides at each pivot cone alternating to the left and right.
 6. The course is completed when each student passes their perspective finish line.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- B. The other two instructors demonstrate the proper technique, while riding the course
- I. Detailed explanations are not required at this point because no new skills are being introduced. The important issue in this presentation is that the student demonstrates his/or her ability to ride the course in a controlled aggressive manner utilizing previously learned techniques.

Application

- I. Students are formed into two columns and positioned at the starting gates.
- II The instructors are positioned at pivot points throughout the course to monitor the performance of the students, relay information and critique the riding techniques demonstrated by the students.

***Instructor's Note:** The exercise is stopped whenever critique or safety concerns arise. Students should be encouraged to demonstrate "controlled aggressive riding".

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete 180-Degree Dirt Slides, while riding aggressively, may result in removal from the school.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE IX 0600-1100 (300 min)

SEGMENT – 52
Day-5

o Trailing

Performance Objectives

The student will develop the skills needed to safely operate the school motorcycle while trailing with other students. The students will enhance their skills in:

- I. Correct operation of the clutch, throttle and brake controls.
- II. Turning the school motorcycle utilizing smooth and decisive handlebar transitions.
- III. Head on a swivel looking for obstacles and hazards.
- IV. Maintain correct riding posture throughout the exercise.
- V. Proper head and eye placement.
- VI. Proper following distances.

Introduction

None

Presentation

None

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following habits:
 - A. Head on a swivel, looking for obstacles and hazards.
 - B. Smooth operation of the clutch, throttle and brake controls.
 - C. Smooth and decisive handlebar transitions while turning.
 - D. Maintain correct riding posture.
 - E. Maintain proper following distance

Testing

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete Trailing without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 53

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

in the following way:

- A. Achieve the skills necessary to complete all of the Mazes without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 54

- o Combination Braking practice

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor’s Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders’ inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 55

- o Maze Pre-Test

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through a confined exercise area.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.
- IV. To continue to develop the skills needed to operate and control the school motorcycle on an incline surface.
- V. To continue to develop the skills needed to operate and control the school motorcycle over irregular surfaces such as curbs, gutters, and ditches.
- VI. The student will be required to demonstrate a “proficient” level of performance during the Maze Pre-Test.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permit the student to safely control the motorcycle in confined locations, incline and/or irregular surfaces (e.g. congested traffic conditions, curbs, gutters, ditches and sloped roadways) that he/ she is likely to encounter during daily field activities.

Presentation

None.

Application

- I. This training segment consists of a combination of six previously introduced exercises. Instructors shall evaluate each student’s ability to consistently perform the following exercises at an acceptable level of performance:
 - A. Mazes 5 and 6.
 - B. Challenger Maze.
 - C. Hillside Maze.
 - D. Hillside Figure 8 Maze.
 - E. 60 Foot Circle.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

***Instructor's Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of the Maze Pre-Test. Instructors will pick-up or realign cones if knocked over by the student. Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students are given the opportunity, under direct instructor supervision, to perform the exercises as demonstrated.
- II. Instructors provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete all of Mazes 5 and 6, Challenger Maze, Hillside Maze, Hillside Figure 8 Maze, and 60 Foot Circle without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

***Instructor's Note:** The Maze Pre-Test should be administered to the students by squad and their respective instructors. Each student should be given at least one attempt at each maze to demonstrate their proficiency level.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 56

- o The Monster Competition

Performance Objectives

- I. The student will develop the ability to properly utilize the clutch, throttle, and rear brake in combination with decisive steering control with correct head and eye placement, to control the school motorcycle in a “more than” 90-degree slide.
- II. The student will acquire the skills necessary to safely operate the motorcycle while utilizing proper friction point technique, smooth handlebar transitions, with correct head and eye placement to control a motorcycle in a straight line cone pattern and subsequent tight U-turn.
- III. The student will develop safe riding skills, while performing in a high stress environment, riding in close proximity to other students (e.g. potential conflicts during the 90-Degree Slide and U-turn portion of the exercise).
- IV. The student will learn to assess and ride within their individual ability level and to develop the ability to multitask while exercising good judgment and common sense.

Introduction

This exercise is a combination of two previously introduced exercises (90-degree slides and cone threading) into one larger exercise and introduces the student to the stress of competition. Developing the ability to successfully complete a 90-degree slide and to maneuver around cones is important in developing the rapid manipulation and divided attention skills required in controlling a motorcycle in a variety of roadway conditions. This exercise also requires the student to operate the school motorcycle in close proximity to other vehicles under stress. These skills are critical for safe operation of the police motorcycle during the performance of routine daily activities.

Presentation

None.

Application

- I. Students will be given the opportunity, under direct instructor supervision, to perform the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.
- III. The Monster Competition is run by the lead instructor.

***Instructor’s Note:** Each student shall insure that the ABS option is turned off on their

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

motorcycle, prior to the start of Monster Competition. Instructors will pick-up or realign cones if knocked over by the student.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Monster Competition without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 57

o Introduction to the Top Gun Competition (school motorcycle)

Performance Objectives

- I. To acquire the skills necessary to operate and control the school motorcycle in tandem (follow the leader) with another student.
- II. To develop the skills necessary to anticipate and react decisively, to avoid possible hazards and conflicts while in a competitive (high stress) environment.
- III. Students will continue to develop the ability to critique and adjust their riding skills, while simultaneously monitoring the location and travel of another student.

Introduction

The Top Gun Competition allows the student to showcase their individual riding ability. Each student has the freedom to choose a different pace and route according to their individual strengths and weaknesses. Since no two competitors possess identical strategies or styles, each competition is unique.

The student will develop the skills necessary to quickly adjust his/or her riding skills in a decisive manner to adapt to changing traffic conditions. This exercise develops the rapid and divided attention skills required to operate a motorcycle safely and in close proximity to other vehicles. These skills are critical to the day to day performance of the motor officer.

Presentation

- I. Students gather at the location of the Top Gun Competition.
- II. Three instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The other two instructors are dedicated to physically demonstrating the exercise.
- III. Instructors explain and demonstrate the following:
 - A. Starting point
 1. Position two school motorcycles in tandem at the entry point (two medium cones at each side).
 2. The first rider is the “up-rider” and the second is the “down-rider”.
 3. Students enter the exercise together in single file.
 - B. Competition (the event is performed within a time limit established by the lead instructor)
 1. The “up-rider” maneuvers randomly on a route and at a speed of his/her choice.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

2. The “down-rider” follows the exact route of the “up-rider” maintaining a safe distance and speed throughout the exercise.
3. Students can be eliminated from the exercise in the following ways:
 - a. Knocking a cone down or off the marked location
 - b. Placing a foot down on the ground
 - c. Riding out of bounds with any part of the motorcycle tire
 - d. The “down-rider” rides out of pattern (fails to follow the exact path of the “up” rider)
 - e. If a student initiates contact with the other student’s motorcycle
 - f. The “up-rider” is eliminated if the pre-determined time limit elapses and the “down-rider” has failed to make a mistake
- C. Controlled aggressive riding
- D. Riding within ability (not over riding)
- E. Exit point and cool off lap
 1. Slow the school motorcycle at the exit. Look left and right (head checks) before proceeding on a cool off lap.
- F. Alternate positions (up and down), before each competition

Application

- I. Students are given the opportunity, under direct supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as needed.

* **Instructor’s Note:** If the student loses control of the school motorcycle, advise he/she to simultaneously roll off the throttle, disengage the clutch and apply the brakes to bring the school motorcycle under control.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the controls.

Instructors will pick-up and realign cones if knocked over by the student.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to be competitive and to complete the Top Gun Competition as demonstrated.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE X 1200-1500 (180 min)

SEGMENT – 58

o Road Course practice- school motorcycle

Performance Objectives

- I. The student will continue to ride the route of the Road Course. The Road Course is a prescribed course with defined boundaries.
- II. The student will continue to refine their ability to qualify by practicing previously introduced/ learned technical riding skills which must be applied in succession as the student proceeds along the 1 mile course and within a prescribed target time.

Introduction

While operating a motorcycle in an enforcement mode, the motor officer must be aggressive to apprehend violators while maintaining complete control of the motorcycle at all times. This is often referred to as “controlled aggressive riding”. This exercise develops this concept by combining a series of technical riding skills performed in succession that must be completed error free within a prescribed target time. The proficiency level of the student is measured by the number of errors committed (e.g. cones down, wrong foot down, etc.) as the student rides along the course within a prescribed target time. The skills employed to successfully navigate the course are identical to the skills utilized by the motor officer to safely operate a police motorcycle while conducting traffic enforcement duties.

Presentation

None.

Application

- I. The OIC and four instructors are assigned to the start/finish to begin and monitor the exercise. The rest of the instructors are deployed at crucial locations throughout the course to monitor the performance of the students, relay information and critique the riding techniques demonstrated by the students.
- II. The students are paired up with a partner in order to demonstrate acceptable paired riding techniques.
- III. The performance as well as critiques of his/her riding techniques are supplied to the student at the end of each run so their performance can be adjusted to an acceptable level.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Road Course as demonstrated without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 59

- o Dirt Trailing

Performance Objectives

- I. The student will continue to develop skills needed to operate the school motorcycle in a changing environment over inconsistent surfaces and inclines.
- II. The student will continue to refine his/ her skills in identifying changing surfaces (soft and slick) and develop the ability to utilize the proper clutch, throttle and brake controls.
- III. The student will continue to develop good balance and the ability to maintain front-end control of the school motorcycle.
- IV. The student will continue to develop proper head and eye placement.

Introduction

During the course of a typical work shift, motor officers encounter a wide variety of road surface conditions while conducting traffic enforcement activities. “Dirt trailing” is an invaluable tool utilized to simulate the changing road conditions (soft, slick, uneven, etc.) that the student is likely to encounter while riding a police motorcycle on hard surfaces. In addition, this segment will familiarize the student to the specific handling characteristics of a motorcycle which has experienced a sudden loss of air pressure and/ or traction in the tires.

Presentation

None

Application

***Instructor’s Note:** Inform the students that the school motorcycle’s ABS option shall be turned off prior to entering all dirt training areas. During Dirt Trailing, two instructors will ride with each squad, one in the lead and one at the tail.

- I. Instructors provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. Achieve the skills necessary to complete Dirt Trailing without error.
 - B. Properly apply the motorcycle controls as well as adjust his/ her body position as dictated by changing surface conditions.
 - C. Develop the ability to remain riding with his/her squad throughout the duration of the exercise.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

SEGMENT – 60

- o Dirt Scrambles

Performance Objectives

- I. The student will continue to acquire the ability to correctly perform a series of linked 180-degree slides, both left and right.
- II. The student will continue to develop the skills to safely perform this exercise in close proximity to another rider by demonstrating complete control of the school motorcycle using good judgment in a high stress competitive environment, which simulates emergency operations of the police motorcycle.

Introduction

While on-duty in an enforcement riding mode, motor officers are continually put in positions where they operate their vehicles under stressful situations. It is imperative that control is maintained throughout the time these divided attention skills are required. A motor officer must performed these skills safely in rapid succession utilizing good judgment and stamina.

Presentation

None.

Application

- I. Students are formed into two columns and positioned at the starting gates.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- II The instructors are positioned at pivot points throughout the course to monitor the performance of the students, relay information and critique the riding techniques demonstrated by the students.

***Instructor's Note:** Inform the students that the school motorcycle's ABS option shall be turned off prior to entering all dirt training areas. The exercise is stopped whenever critique or safety concerns arise. Students should be encouraged to demonstrate "controlled aggressive riding".

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
- A. Achieve the skills necessary to complete 180-Degree Dirt Slides, while riding aggressively, may result in removal from the school.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE XI 0600-1100 (300 min)

Day-6
SEGMENT – 61

- o Trailing

Performance Objectives

The student will develop the skills needed to safely operate the school motorcycle while trailing with other students. The students will enhance their skills in:

- I. Correct operation of the clutch, throttle and brake controls.
- II. Turning the school motorcycle utilizing smooth and decisive handlebar transitions.
- III. Head on a swivel looking for obstacles and hazards.
- IV. Maintain correct riding posture throughout the exercise.
- V. Proper head and eye placement.
- VI. Proper following distances.

Introduction

None

Presentation

None

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following habits:
 - A. Head on a swivel, looking for obstacles and hazards.
 - B. Smooth operation of the clutch, throttle and brake controls.
 - C. Smooth and decisive handlebar transitions while turning.
 - D. Maintain correct riding posture.
 - E. Maintain proper following distance

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

in the following way:

- A. Achieve the skills necessary to complete Trailing without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 62

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** The students shall ensure that the ABS option is turned off on their motorcycle, prior to the start of each maze practice session. Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete all of the Mazes without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 63

- o Combination Braking practice

Performance Objectives

- I. To continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. To become proficient in the use of combination braking without skidding or losing control of the school motorcycle.

***Instructor’s Note:** Braking session speed to be determined (TBD) by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc.

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders’ inability to stop and maintain control of the motorcycle in an emergency situation. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when faster speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

and progress per the defined criteria in prior combination braking segments. The primary braking instructor shall give remediation training as required.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following ways:
 - A. The student must demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 64

- o Final Maze Test

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a school motorcycle at slow speed through a confined exercise area.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.
- IV. To continue to develop the skills needed to operate and control the school motorcycle on an incline surface.
- V. The student will be required to demonstrate a “proficient” level of performance during the Maze Test.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permit the

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

student to safely control the motorcycle in confined locations, incline and/or irregular surfaces (e.g. congested traffic conditions and sloped roadways) that he/ she is likely to encounter during daily field activities.

This segment consists of a combination of previously introduced exercises. Instructors shall evaluate each student's ability to consistently perform the following exercises at a *proficient level of performance*.

Presentation

None

Application

The students are lined up in a single column and staged at the beginning of the first test maze. Students are directed to the next test maze necessary. If the student fails to complete a test maze, they are placed at the end of the column and allowed additional attempts per the testing criteria.

***Instructors Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts within the maze exercise area.

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle by achieving the skills necessary to complete the following mazes without error (i.e. foot down, cone down, cone moved from marked location, motorcycle down, riding out of pattern):
 - A. TBD by the OIC and Lead Instructor.

***Instructor's note:** The student will be given three attempts to complete each maze without error. If the student fails to complete a maze, instructors will provide immediate remediation and critique the student's ability to improve to a *proficient level of performance*. The student will be given one additional attempt to complete the maze. Failure to complete any of the mazes will result in the removal of the student from the school. Additional test mazes are to be determined by the OIC and lead instructor.

- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 65

- o Combination Braking Test

Performance Objectives

- I. The student will continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. The student will become proficient in the use of combination braking without skidding or losing control of the school motorcycle.
- III. The student will be able to demonstrate his/her ability to properly stop the school motorcycle at 40mph, in a distance of 75 feet, utilizing the proper combination braking technique.

Introduction

None.

Presentation

None.

Application

The primary braking instructor and squad leaders shall monitor the students' activity.

***Instructors note:** The primary braking instructor shall ensure that the braking surface is free of debris. Each student shall insure that the ABS option is turned off on their motorcycle, prior to the start of each braking sequence.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to safely stop the motorcycle at 40mph in 75 feet or less.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level will result in removal from school.

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

***Instructor's note:** The student will be given two attempts to pass a braking test session. The braking test session consist of four braking runs at 40 mph., with a stopping distance of 75 feet or less in each of the four runs. The student shall complete all four runs error free.

If the student fails two braking test sessions, the braking instructor will provide immediate remediation and critique the student's ability to improve their performance to an acceptable level. The student will then be given one additional attempt to complete a braking test session. Failure to pass the third braking test session will result in the removal of the student from the school.

SEGMENT – 66

o The Monster Final

Performance Objectives

- I. The student will develop the ability to properly utilize the clutch, throttle, and rear brake in combination with decisive steering control with correct head and eye placement, to control the school motorcycle in a “more than” 90-degree slide.
- II. The student will acquire the skills necessary to safely operate the motorcycle while utilizing proper friction point technique, smooth handlebar transitions, with correct head and eye placement to control a motorcycle in a straight line cone pattern and subsequent tight U-turn.
- III. The student will develop safe riding skills, while performing in a high stress environment, riding in close proximity to other students (e.g. potential conflicts during the 90-Degree Slide and U-turn portion of the exercise).
- IV. The student will learn to assess and ride within their individual ability level and to develop the ability to multitask while exercising good judgment and common sense.

Introduction

This exercise is a combination of two previously introduced exercises (90-degree slides and cone threading) into one larger exercise and introduces the student to the stress of competition. Developing the ability to successfully complete a 90-degree slide and to maneuver around cones is important in developing the rapid manipulation and divided attention skills required in controlling a motorcycle in a variety of roadway conditions. This exercise also requires the student to operate the school motorcycle in close proximity to other vehicles under stress. These

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

skills are critical for safe operation of the police motorcycle during the performance of routine daily activities.

Presentation

None.

Application

- I. Students will be given the opportunity, under direct instructor supervision, to perform the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.
- III. The Monster Competition is run by the lead instructor.

***Instructor's Note:** Instructors will pick-up or realign cones if knocked over by the student.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Monster Competition without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient rating may result in removal from school.

MODUEL XII 1200-1500 (180 min)

SEGMENT – 67

- o Dirt Scrambles-Final

Performance Objectives

- I. The student will continue to acquire the ability to correctly perform a series of linked 180-degree slides, both left and right.
- II. The student will continue to develop the skills to safely perform this exercise in close proximity to another rider by demonstrating complete control of the school motorcycle

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

using good judgment in a high stress competitive environment, which simulates emergency operations of the police motorcycle.

Introduction

While on-duty in an enforcement riding mode, motor officers are continually put in positions where they operate their vehicles under stressful situations. It is imperative that control is maintained throughout the time these divided attention skills are required. A motor officer must performed these skills safely in rapid succession utilizing good judgment and stamina.

Presentation

None.

Application

- I. Students are formed into two columns and positioned at the starting gates.
- II The instructors are positioned at pivot points throughout the course to monitor the performance of the students, relay information and critique the riding techniques demonstrated by the students.

***Instructor's Note:** The exercise is stopped whenever critique or safety concerns arise. Students should be encouraged to demonstrate "controlled aggressive riding".

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete 180-Degree Dirt Slides, while riding aggressively, may result in removal from the school.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating may result in removal from school.

SEGMENT – 68

- o Introduction to the Police Motorcycle

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Performance Objectives

- I. The student will become familiar with the differences between the school motorcycle and the police motorcycle.
- II. The student will operate the police motorcycle for the first time and become familiar all of the controls during a slow orientation ride.

Introduction

This training segment marks the transition from the fundamental skill building phase of training to the enhanced phase of training.

Training on the school motorcycle has been completed. The student must continue to develop the skills learned in previous training segments and apply them to a fully equipped police motorcycle. The police motorcycle is the type of motorcycle which will be issued to the motor officer when performing his/ her daily enforcement activities.

Presentation

***Instructor's note:** Each squad leader will introduce the police motorcycle to their individual squad.

- I. The students gather around the police motorcycle at a designated area (Note: The police motorcycle is placed on the center stand, while the instructor sits on the seat).
- II. The instructor explains the difference between the school and police motorcycles by identifying the added equipment and verbalizing the following characteristics:
 - A. Fairing and wind-screen
 1. Can protect the rider from wind and flying debris.
 2. The weight adds to a higher center of gravity over the front wheel.
 3. Diminishes peripheral visibility around the front wheel.
 - B. Saddle (side) bags and rear crash bars
 1. Added storage capacity.
 2. Provides protection to the motorcycle and rider.
 3. Limited leg and foot space.
 4. Importance of keeping the feet positioned on the foot pegs, while the motorcycle is in motion (possibility of getting a foot caught under the rear crash bars).
 5. Crash bars add overall width and reduce clearance on inside of turn.
 - C. Emergency lights and siren
 1. Location of the lights and siren.
 2. Operation and location of the switches.
 - D. Top box
 1. Added storage capacity.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

2. Increased weight and a higher center of gravity over the rear wheel.
 3. Bending and elevating the left knee to provide additional clearance needed, when getting on and off from the high side (non-traffic side).
- E. Mirrors and additional switches
1. Position and proper adjustment of the side mirrors (process of using head checks and side mirrors).
 2. Location and operation of additional switches (turn signals, high/low beam, horn, head light on/off, schmid light, etc.).
- F. Shotgun rack
1. Location and function (locking/unlocking).
 2. Operation and location of all switches (handle bar, tail light bracket).
- G. Review of all controls

Application

- I. Performed by squad.
- II. The student should sit on the police motorcycle in a static mode and become familiar with everything covered in the presentation phase of this segment.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to operate the police motorcycle safely without error.

Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODUEL XIII 0600-1100 (300 min)

Day-7
SEGMENT – 69

- o Trailing-Police Motorcycle

Performance Objectives

The student will continue to develop the skills needed to safely operate the police motorcycle while trailing with other students. The students will enhance their skills in the following areas:

- I. Smooth operation of the clutch, throttle and brake controls.
- II. Turning the school motorcycle with smooth and decisive handlebar transitions.
- III. Head on a swivel looking for obstacles and hazards.
- IV. Maintain correct riding posture throughout the exercise.
- V. Proper head and eye placement.
- VI. Maintain proper following distances.

Introduction

Trailing is the foundation upon which a student develops safe riding skills. Students must constantly be on alert for obstacles and hazards in their riding environment and be aware of their surroundings while operating their motorcycles within close proximity to other students.

Presentation

None

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following:
 - A. Smooth operation of the clutch, throttle and brake controls.
 - B. Turning the school motorcycle with smooth and decisive handlebar transitions.
 - C. Head on a swivel looking for obstacles and hazards.
 - D. Maintain correct riding posture throughout the exercise.
 - E. Proper head and eye placement.
 - F. Maintain proper following distances.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete Trailing while riding a police motorcycle without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT-70

- o Combination Braking practice

Performance Objectives

- I. The student will continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. The student will become proficient in the use of combination braking without activating the ABS or losing control of the Police motorcycle.

***Instructor's Note:** Braking session speed TBD by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc..

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders' inability to stop the motorcycle. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None

Application

Students should be given adequate time to practice this exercise when higher speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria. The primary braking instructor shall give remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 71

- o Introduction to Mazes 7 and 8

Performance Objectives

- I. Students will acquire the proper skills needed to operate a “freewheeling” police motorcycle on slight inclines/declines while in a confined environment with a series of sharp left and right turns.
- II. Students will continue to develop the ability to utilize proper clutch and throttle control and demonstrate coordinated balance while conducting turning maneuvers without the use of any brake controls.
- III. Students will develop smooth, quick and decisive handlebar transitions (steering control) with correct head and eye placement.
- IV. To continue to develop the skills necessary to operate and control a police motorcycle at slow speed through various confined exercises.
- V. To utilize proper clutch, throttle and rear brake (a.k.a. “friction point” technique) to maintain consistent smooth motorcycle movement in a confined environment.

***Instructor’s Note:** Instructors should emphasize to the students that two different techniques are used during this segment (Maze 7 utilizes the “free-wheeling” technique and Maze 8 utilizes the “friction point” technique).

Introduction

Good steering control is fundamental to safe motorcycle riding. Developing this skill is critical in regard to developing a student’s overall ability to safely operate a police motorcycle while he/she performs their daily traffic enforcement activities.

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permit the student to safely control the motorcycle in confined locations using two different techniques (e.g. free-wheeling and friction point).

Presentation

- I. Students gather at the location of Maze 7 (Note: Above maze is set up for demonstration).
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

- III. Instructors will inform the students that this is a “freewheeling” exercise (no brake application) designed to improve their overall balance, handlebar transition skills, clutch and throttle control, as well as good head and eye placement.
- IV. Instructors will explain and demonstrate the following techniques for Maze 7:
 - A. Entry point of the maze
 - 1. The police motorcycle shall be in 1st gear and rolling toward the marked entrance, with hands and feet off the brake controls.
 - B. Correct riding posture throughout the exercise
 - 1. Body erect, upright and centered over the police motorcycle.
 - 2. Shoulders square and head up.
 - C. Eye placement and movement
 - 1. Student should be looking ahead and in the direction of intended travel.
 - 2. Eyes up. Do not look down at the ground (maintain high visual horizon).
 - D. Controlled operation of the throttle
 - 1. Proper hand position – knuckles up.
 - 2. Slow speed/ low rpm’s.
 - 3. Maintain consistent throttle setting (constant and steady).
(Note: discuss the importance of throttle control).
 - E. Controlled operation of the clutch
 - 1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch).
 - 2. Use all 4 fingers on clutch lever for better control.
 - 3. 1st gear shall be utilized.
 - 4. If the student is traveling too slow, engage the clutch and add a small amount of throttle to deliver power to the rear wheel to maintain forward momentum.
 - 5. If the student is traveling too fast, disengage the clutch to remove power to the rear wheel.
 - F. Controlled operation of the brake controls
 - 1. No brake application shall be used while performing this exercise.
 - G. Handlebar transitions
 - 1. Handlebar transitions shall be smooth, quick and decisive.
 - 2. Rapid handlebar transitions will provide better placement of the police motorcycle within the exercise and will compensate for errors made while completing the exercise.
 - H. Exit point of the maze
 - 1. The student shall maintain forward momentum of the school motorcycle until exiting the exercise at the marked location.
 - 2. Upon exiting the exercise, the student shall apply the brake controls, safely slowing the police motorcycle and performing a head check in both directions.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- I. Students gather at the location of Maze 8 (Note: Above maze is set up for demonstration).
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors will inform the students that this is a “friction point “ exercise designed to improve their overall balance, handlebar transition skills, clutch and throttle control, as well as good head and eye placement.
- IV. Instructors will explain and demonstrate the following techniques for Maze 8:
 - A. Starting point
 1. The police motorcycle’s front tire on the start line, between the first set of cones.
 - B. Foot placement
 1. Both feet to remain on the foot pegs while riding through maze.
 - C. Correct riding posture throughout the exercise
 1. Body erect, upright and centered over the motorcycle.
 2. Shoulders square and head up.
 - D. Eye placement and movement
 1. Student should be looking in the direction of intended travel.
 2. Eyes up and looking approximately 10-15’ feet ahead of the front tire. Do not look down at the ground (maintain high visual horizon).
 - E. Controlled operation of the throttle
 1. Proper hand position – knuckles up.
 2. Slow speed/ low rpm’s.
 3. Maintain consistent throttle setting (constant and steady). Discuss the importance of throttle control.
 - F. Controlled operation of the clutch
 1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch).
 2. Use all 4 fingers on clutch lever for better control.
 3. Importance of not disengaging the clutch (a.k.a. abandoning the friction point) and delivering constant power to the rear wheel.
 4. 1st gear shall be utilized.
 - G. Controlled operation of the rear brake
 1. Light, consistent pressure on the rear brake control.
 2. No front brake application during this exercise.
 - H. Handlebar transitions
 1. Handlebar transitions should be smooth, quick and decisive.
 - I. Maze exit
 1. Look toward and ride to the maze exit.
 2. Slow the school motorcycle at the exit. Look left and right (good head checks) before proceeding out of the maze.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

***Instructor's Note:** If student loses control of the police motorcycle, advise the student to simultaneously roll off of the throttle, disengage the clutch and to apply the brakes to bring the police motorcycle back under control.

Application

- I. Have the student practice maze 7 from entry point to exit point, then exit to entry point (reverse direction).
- II. Students will be given the opportunity, under direct instructor supervision, to practice the exercises as demonstrated.
- III. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

*** Instructor's Note:** If the student loses control of the police motorcycle, advise he/she to simultaneously roll of the throttle, disengage the clutch and apply the brakes to bring the motorcycle under control.
Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the controls.
Instructors will pick-up and realign cones as necessary.

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the motorcycle in the following ways:
 - A. Achieve the skills necessary to complete Mazes 7 and 8 without error.

Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level will result in removal from school.

SEGMENT – 72

- o Introduction to Transition Mazes

Performance Objectives

- I. Students will acquire the proper skills needed to operate a "freewheeling" police motorcycle on slight inclines/declines while in a confined environment with a series of sharp left and right turns.

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

- II. Students will continue to develop the ability to utilize proper clutch and throttle control and demonstrate coordinated balance while conducting turning maneuvers without the use of any brake controls.
- III. Students will develop smooth, quick and decisive handlebar transitions (steering control) with correct head and eye placement.
- IV. To continue to develop the skills necessary to operate and control a police motorcycle at slow speed through various confined exercises.
- V. To utilize proper clutch, throttle and rear brake (a.k.a. “friction point” technique) to maintain consistent smooth motorcycle movement in a confined environment.

***Instructor’s Note:** Instructors should emphasize to the students that two different techniques are used during this segment (The “free-wheeling” technique and the “friction point” technique).

Introduction

Good steering control is fundamental to safe motorcycle riding. Developing this skill is critical in regard to developing a student’s overall ability to safely operate a police motorcycle while he/she performs their daily traffic enforcement activities.

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permit the student to safely control the motorcycle in confined locations using two different techniques (e.g. free-wheeling and friction point).

Presentation

- I. Students gather at the location of the Transition Mazes (Note: Above mazes are set up for demonstration).
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors will inform the students that this is a “freewheeling” exercise (no brake application) designed to improve their overall balance, handlebar transition skills, clutch and throttle control, as well as good head and eye placement.

Instructors will explain and demonstrate the following techniques for the Transition mazes:

- A. Entry point of the maze
 1. The police motorcycle shall be in 1st gear and rolling toward the marked entrance, with hands and feet off the brake controls.
- B. Correct riding posture throughout the exercise
 1. Body erect, upright and centered over the police motorcycle.
 2. Shoulders square and head up.

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

- C. Eye placement and movement
 1. Student should be looking ahead and in the direction of intended travel.
 2. Eyes up. Do not look down at the ground (maintain high visual horizon).
- D. Controlled operation of the throttle
 1. Proper hand position – knuckles up.
 2. Slow speed/ low rpm's.
 3. Maintain consistent throttle setting (constant and steady).
(Note: discuss the importance of throttle control).
- E. Controlled operation of the clutch
 1. Manipulate the clutch using a limited amount of clutch lever travel (a.k.a. the “sweet spot” of the clutch).
 2. Use all 4 fingers on clutch lever for better control.
 3. 1st gear shall be utilized
 4. If the student is traveling to slow, engage the clutch and add a small amount of throttle to deliver power to the rear wheel to maintain forward momentum.
 5. If the student is traveling too fast, disengage the clutch to remove power to the rear wheel.
- F. Controlled operation of the brake controls
 1. No brake application shall be used while performing this exercise.
- G. Handlebar transitions
 1. Handlebar transitions shall be smooth, quick and decisive.
 2. Rapid handlebar transitions will provide better placement of the police motorcycle within the exercise and will compensate for errors made while completing the exercise.
- H. Exit point of the maze
 1. The student shall maintain forward momentum of the motorcycle until exiting the exercise at the marked location.
 2. Upon exiting the exercise, the student shall apply the brake controls, safely slowing the police motorcycle and performing a head check in both directions.

***Instructor's Note:** If student loses control of the police motorcycle, advise the student to simultaneously roll off of the throttle, disengage the clutch and to apply the brakes to bring the police motorcycle back under control.

Application

Have the student practice the Transition Mazes from entry point to exit point, then exit to entry point (reverse direction).

Students will be given the opportunity, under direct instructor supervision, to practice the exercises as demonstrated.

Instructors will provide immediate feedback and counseling to the student and give

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

individual remediation training as required.

* **Instructor's Note:** If the student loses control of the police motorcycle, advise he/she to simultaneously roll of the throttle, disengage the clutch and apply the brakes to bring the motorcycle under control.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the controls.

Instructors will pick-up and realign cones as necessary.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following ways:
 - A. Achieve the skills necessary to complete the Transition Mazes without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a proficient level will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 73

o Top Gun Competition

Performance Objectives

- I. To continue to acquire the skills necessary to operate and control the police motorcycle in tandem (follow the leader) with another student.
- II. To develop the skills necessary to anticipate and react decisively, to avoid possible hazards and conflicts while in a competitive (high stress) environment.
- III. Students will continue to develop the ability to critique and adjust their riding skills, while simultaneously monitoring the location and travel of another student.

Introduction

The Top Gun Competition allows the student to showcase their individual riding ability. Each student has the freedom to choose a different pace and route according to their individual strengths and weaknesses. Since no two competitors possess identical strategies or styles, each competition is unique.

The student will develop the skills necessary to quickly adjust his/or her riding skills in a decisive manner to adapt to changing traffic conditions. This exercise develops the rapid and divided attention skills required to operate a motorcycle safely and in close proximity to other vehicles. These skills are critical to the day to day performance of the motor officer.

Presentation

None.

Application

- I. Students are given the opportunity, under direct supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as needed.

* **Instructor's Note:** If the student loses control of the police motorcycle, advise he/she to simultaneously roll off the throttle, disengage the clutch and apply the brakes to bring the police motorcycle under control.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the controls.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Instructors will pick-up and realign cones if knocked over by the student.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to be competitive and to complete the Top Gun Competition as demonstrated.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODUEL XIV 1200-1500 (180 min)

SEGMENT – 74

- o Introduction to the Vehicle Pull Over

Performance Objectives

- I. The student will develop the skills necessary to execute a safe U-turn, to assess roadway surfaces and conditions, and to choose the best location for a safe vehicle pullover.
- II. The student will:
 - A. Recognize a fictitious traffic violation.
 - B. React with proper head and eye placement.
 - C. While riding in the up position, communicate with his/her partner by giving the necessary hand signal (wave off).
 - D. While riding in the down position, react to his/her partner by adjusting the position and speed of the police motorcycle.
 - E. Maintain a straight line while utilizing combination braking to slow the police motorcycle within a constrained (narrowing) cone pattern. Perform head checks to the left and right as the police motorcycle slows.
 - F. Execute a safe U-turn to the left utilizing slow riding techniques within the boundaries of a cone pattern.
- III. To develop the riding techniques necessary to negotiate safe vehicle pullovers.
- IV. The student will learn the different motorcycle positions to conduct day and night vehicle pullovers.

Introduction

Traffic enforcement U-turns are extremely hazardous maneuvers which, if not properly executed, can result in serious injury or death.

Motor officers perform U-turns often during a typical tour of duty and must master the fundamentals of smooth and flawless U-turns in order to ensure their safety, as well as the safety of the public, while performing such maneuvers on the roadways.

A major portion of a motor officers daily field activities is traffic enforcement. The motor officer must gain the violators attention and conduct a safe vehicle pullover. The motor officer must constantly monitor surrounding traffic activity and must quickly plan and react decisively to make a safe vehicle pullover.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Presentation

I. Students gather at a location designated for vehicle pullovers.

***Instructor's Notes:** Three instructors are required to adequately demonstrate the exercise, one to verbalize and two paired up to demonstrate the exercise.

A vehicle is parked and two police motorcycles are staged to the rear, in a vehicle pullover configuration.

II. "D-Cell" U-Turn.

- A. Accelerate quickly to 40 mph in 3rd gear
- B. Simulate observing a fictitious traffic violation proceeding in the opposite direction of travel
- C. Communicate with partner utilizing proper hand signals
- D. Enter the "D-Cell" U-Turn

III. Initiating a vehicle pullover.

- A. Monitor speed and the traffic violators speed
- B. Watch the closing distance; don't approach too quickly
- C. Avoid focusing on just the traffic violator (tunnel vision)
- D. Anticipate possible hazards (cross traffic, pedestrians, debris, etc.)
- E. Don't follow too closely
- F. Allow for sufficient stopping distance

IV. Initiate the vehicle pullover.

- A. Chose best location for stop
 - 1. Free of debris and/ or fluids.
 - 2. Cover if needed.
- B. Activate emergency equipment
 - 1. Front and rear emergency lights.
 - 2. Siren if needed.
 - 3. Anticipate the unsuspected (suddenly stopping in traffic lanes).

V. Pullover tactics (solo).

- A. Position and stop the police motorcycle approximately 15 to 20 feet to the left rear of the traffic violators vehicle
- B. Motorcycle may be slightly offset to the left, to provide protection

VI. Dismounting the motorcycle.

- A. Focus attention on the traffic violator
- B. Turn off the motorcycle engine
- C. Remove gloves
- D. Dismount on the right-side (high side)
 - 1. Helmet remains on.
 - 2. Remove baton from holder.
- E. Approaching the vehicle (driver or passenger side)

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

1. Be aware of no protection to rear.
2. Pay attention to passing traffic.
- F. Contact the driver (traffic violator)
 1. Tactical eight-step.
 2. Maintain tactical position of advantage while completing citation.
 3. Safely approach the violator and issue the citation.
- VII. Pullover tactics (partners)
 - A. Communication (discuss tactics)
 - B. Officer initiating the pullover gives the proper hand signal (wave off) and takes the lead position
 - C. Partner officer adjusts his/her speed and position relative to the up officer
 - D. The up rider will position and stop the police motorcycle approximately 15 to 20 feet to the left rear of the traffic violator's vehicle
 - E. The down rider will position and stop the police motorcycle approximately 10 feet to rear and slightly off-set to the right of the up-rider's position
- VIII. Nighttime pullovers
 - A. Tactical advantages and disadvantages to using the motorcycle headlight.
 - B. Use of rear emergency lights only, while contacting the violator and issuing the citation.
 - C. Limited visibility to approaching traffic.

Application

- I. The students will be paired up and given several opportunities to practice the vehicle pullover maneuver.
- II. Students are lined up in pairs at the start of the 40mph "D-Cell" U-turn exercise. Vehicles (driven by instructors) are lined up facing in the opposite direction at the end of the U-turn area. Students safely perform the 40mph "D-Cell" U-turn exercise and immediately initiate a vehicle pullover upon exiting.
- III. Students will switch positions allowing each rider to experience the "up" and the "down" positions.
- IV. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

***Instructor's Notes:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the controls.

Instructors will pick-up or realign cones if knocked over by the student.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Vehicle Pullover without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level may result in removal from school.

SEGMENT – 75

- o Introduction to the Maneuver and Brake Exercise

Performance Objectives

- I. The student must demonstrate an understanding and ability to apply the fundamentals learned in the Evade and Brake introduction (classroom).
- II. The student will develop the ability to identify and react to a hazardous situation, by selecting the proper avoidance option.
- III. Initiate and execute the proper maneuver and stop the motorcycle at the prescribed speed and distance utilizing a combination of the front and rear brakes.
- IV. Demonstrate control of the motorcycle and become proficient in the use of the Evade and Brake technique without skidding or losing control of the motorcycle.

Introduction

Motorcycles are high performance motor vehicles that can be rapidly slowed as well as maneuvered around objects and obstacles in their path. Additionally, motorcycles are narrow which further enhances their ability to maneuver around obstacles. When a rider chooses to maneuver and brake to avoid an object while performing an Evade and Brake maneuver, several factors affect the outcome of that maneuver. These factors include speed, rider skill, rider training, motorcycle performance, environmental conditions and the nature of the event or obstacle that is to be avoided. While many of these factors cannot be controlled, rider skill can be positively influenced through education and effective training.

The enforcement rider who is faced with an obstacle in the roadway must make an immediate decision regarding the best method by which to avoid a collision. The rider’s choices are either to maneuver, to brake, to do both (Evade and Brake), or to perform no action at all. Often, the outcome of this choice may result in either a successful evade and brake maneuver or a collision.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

In order to perform this maneuver, it may be necessary for the rider to abandon their 'comfort zone' and approach the performance limit of the police motorcycle. In the case of a modern police motorcycle, the performance limit may be very high and may require a great deal of training and experience in order to fully exploit its potential in the event of an emergency situation.

In addition to the necessary training and experience (skill) in controlling the motorcycle, the rider must possess an understanding of the options available (e.g. evade and brake) to avoid a collision and how these different options affect total stopping distance.

Developing a proper evade and brake technique is one of the most valuable skills that a motor officer can utilize when reacting to a life-threatening situation on the roadway. The ability to react instinctively and to control a motorcycle under maximum braking efficiency is vital to the safety and survival of a motorcycle officer.

Presentation

- I. Students gather in the evade and brake course area
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors will verbalize and demonstrate the following techniques for the Evade and Brake Exercise:

***Instructor's Note:** The course is laid out in the collision avoidance area of the track, per the diagram and photos.

- A. Evade and brake exercise course explanation
 1. Course Diagram.
 2. Staging area and starting line.
 3. Accelerating and maintaining a constant speed prior to perception/reaction zone.
 4. This is a progressive exercise. Speed will increase to a maximum of 35mph in 3rd gear.
 5. Perception/reaction zone
 6. Maneuver (counter steer) zone
 7. Combination Braking zone
 8. After stopping, negotiate a tight right or left turn with the proper foot on the ground, or proceed straight and exit the course
 9. Return route
- B. Starting position
 1. The police motorcycle is positioned between the two starting cones
 2. Entry into the exercise
 - a. Accelerate the motorcycle to the designated speed, not exceed

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

- 35 mph/ 3rd gear
 - b. Attain consistent target speed quickly prior to entering the perception/ reaction zone of the course.
 - c. Hands on grips without covering the controls
 - C. Perception/reaction zone.
 - 1. As the motorcycle approaches the perception/ reaction zone, the rider will be presented with one of three situations to react too. These situations are simulated with yellow and red traffic lights. The yellow light designates the lane which the rider must safely maneuver the motorcycle into, using the evade and brake technique. The red lights designate the blocked or impassible lanes on the course. The three situations are as follows:
 - a. Left-Yellow; Center-Red; Right-Red. The rider counter steers to the Left, aligning the motorcycle in the left lane and initiates combination braking to bring the motorcycle to an emergency stop within the marked course.
 - b. Left-Red; Center-Red; Right-Yellow. The rider counter steers to the Right, aligning the motorcycle in the Right lane and initiates combination braking to bring the motorcycle to an emergency stop within the marked course.
 - c. Left-Red; Center-Red; Right-Red. The rider continues straight and initiates combination braking to bring the motorcycle to an emergency stop within the marked course.
 - D. Maneuver
 - 1. Stay off the brakes
 - 2. Counter steer in the intended direction
 - 3. Recover from the counter steer and obtain a vertical riding position, with the handle bars straight
 - E. Combination braking

***Instructors Note:** This exercise must only be performed on an ABS equipped motorcycle.
(Note: Maximum braking efficiency is achieved when both tires are in an impending skid.)

This exercise simulates the most challenging dynamics associated with an emergency situation. It is not uncommon for the rider to over apply the brake controls and activate the ABS mode, with both front and rear brakes. The rider shall be familiar with ABS operation on his/hers assigned duty motorcycle, prior to performing this exercise. Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- 1. Roll off the throttle
- 2. Disengage the clutch (which will remove power to the rear wheel).

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

3. Apply the front and rear brakes in the following sequence:
(Note: Steps A-G are performed simultaneously)
 - a. Place all four fingers on the brake lever
 - b. Firm and smooth application
 - c. Maximize front brake capability
 - d. Rotate the ball of the right foot onto the rear brake pedal
 - e. Keep the heel of the right foot placed on the foot board
 - f. Push back on the handle bars to maintain proper posture and seat position
 - g. Maintain directional control of the motorcycle
 - h. Bring the motorcycle to a stop and place the proper foot on the ground for balance.

Instructor's Note: Session speed TBD by the primary instructor. Factors considered in determining the specific speed for each segment include: weather, number of prior braking sessions completed by riders, roadway conditions, etc.

Application

***Instructor's Note:** Instructors will pick-up or realign cones if knocked over by the student.

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the Police motorcycle in the following way:
 - A. Demonstrate the skills necessary to safely stop the motorcycle at a pre-determined speed and distance.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 76

o Road Course Practice

Performance Objectives

- I. The student will continue to ride the route of the Road Course. The Road Course is a prescribed course with defined boundaries.
- II. The student will continue to refine their ability to qualify by practicing previously introduced/ learned technical riding skills which must be applied in succession as the student proceeds along the 1 mile course and within a prescribed target time.

Introduction

While operating a motorcycle in an enforcement mode, the motor officer must be aggressive to apprehend violators while maintaining complete control of the motorcycle at all times. This is often referred to as “controlled aggressive riding”. This exercise develops this concept by combining a series of technical riding skills performed in succession that must be completed error free within a prescribed target time. The proficiency level of the student is measured by the number of errors committed (e.g. cones down, wrong foot down, etc.) as the student rides along the course within a prescribed target time. The skills employed to successfully navigate the course are identical to the skills utilized by the motor officer to safely operate a police motorcycle while conducting traffic enforcement duties.

Presentation

None.

Application

- I. The OIC and four instructors are assigned to the start/finish to begin and monitor the exercise. The rest of the instructors are deployed at crucial locations throughout the course to monitor the performance of the students, relay information and critique the riding techniques demonstrated by the students.
- II. The students are paired up with a partner in order to demonstrate acceptable paired riding techniques.
- III. The performance as well as critiques of his/her riding techniques are supplied to the student at the end of each run so their performance can be adjusted to an acceptable level.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Road Course as demonstrated without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level will result in removal from school.

MODUEL XIV 0600-1100 (300 min)

Day-8
SEGMENT – 77

- o Trailing- police motorcycle

Performance Objectives

The student will continue to develop the skills needed to safely operate the police motorcycle while trailing with other students. The students will enhance their skills in the following areas:

- I. Smooth operation of the clutch, throttle and brake controls.
- II. Turning the school motorcycle with smooth and decisive handlebar transitions.
- III. Head on a swivel looking for obstacles and hazards.
- IV. Maintain correct riding posture throughout the exercise.
- V. Proper head and eye placement.
- VI. Maintain proper following distances.

Introduction

Trailing is the foundation upon which a student develops safe riding skills. Students must constantly be on alert for obstacles and hazards in their riding environment and be aware of their surroundings while operating their motorcycles within close proximity to other students.

Presentation

None

Application

***Instructor’s Note:** Each squad will have a lead and tail instructor.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following:
 - A. Smooth operation of the clutch, throttle and brake controls.
 - B. Turning the school motorcycle with smooth and decisive handlebar transitions.
 - C. Head on a swivel looking for obstacles and hazards.
 - D. Maintain correct riding posture throughout the exercise.
 - E. Proper head and eye placement.
 - F. Maintain proper following distances.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete Trailing while riding a police motorcycle without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 78

- o Maze practice

Performance Objectives

- I. To continue to develop the skills necessary to operate and control a police motorcycle at slow speed through confined exercises.
- II. To utilize proper clutch, throttle and rear brake controls (“friction point” technique) along with decisive handlebar transitions (steering control) through a series of tight turns.
- III. To continue to develop smooth motorcycle movement coordinated with correct head and eye placement.

Introduction

The student will continue to develop the skills necessary to maintain control of the motorcycle in restricted operating environments. Slow riding techniques developed in these mazes permits the student to safely control the motorcycle in confined locations (e.g. congested traffic conditions, etc.) that he/ she is likely to encounter during daily field activities.

Presentation

None

Application

***Instructor’s Note:** Instructors should position themselves at each maze in a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the motorcycle controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete all of the Mazes without error.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

SEGMENT – 79

- o Combination Braking practice with the Reaction Light- police motorcycle

Performance Objectives

- I. The student will continue to develop the ability to stop the motorcycle in a prescribed distance utilizing the front and rear brake in combination.
- II. The student will become proficient in the use of combination braking without skidding or losing control of the police motorcycle.
- III. The student will become proficient in applying correct combination braking when observing a reaction light.

***Instructor’s Note:** Braking session speed TBD by the primary braking instructor. Factors considered in determining the specific speed for a specific braking segment include: weather, number of prior braking sessions completed by the students, roadway conditions, etc..

Introduction

A significant number of serious and fatal traffic collisions involving motorcyclists are attributed to the riders’ inability to stop the motorcycle. Developing a proper combination braking technique is the most valuable skill that a motorcycle rider can develop.

Presentation

None.

Application

- I. Students should be given adequate time to practice this exercise when higher speeds are introduced. The primary braking instructor and squad leaders shall monitor the students activity and progress per the defined criteria. The primary braking instructor shall give remediation training as required.
- II. After “warming up” on the basic combination braking exercise, the “reaction light” is substituted by the primary braking instructor. The rest of the exercise is completed utilizing the reaction light.

***Instructor’s Note:** It is imperative that only instructors that have expertise in the operation of

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

the reaction light manages this exercise. It is important to provide adequate stopping distances between the reaction light activation and the braking tape.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Demonstrate the skills necessary to safely stop the police motorcycle at a pre-determined speed and distance.
 - B. Achieve the skills necessary to safely stop the police motorcycle at a pre-determined speed when the reaction light is activated.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 80

- o High Speed Cone Weaving

Performance Objectives

The student will successfully achieve the skill and consistently demonstrate the ability to apply the mechanics of counter steering and properly maneuver the police motorcycle around obstacles.

Introduction

Counter steering is the most efficient way to steer a two-wheeled motorcycle around obstacles. Development of this skill is critical to the survival of a motorcycle officer. Failure to learn and apply the fundamentals of proper counter steering could cause the student to inadvertently steer directly into obstacles instead of around them.

Presentation

- I. Students gather in an area designated for High Speed Cone Weaving
- II. Two instructors are needed for the explanation and demonstration. The first instructor is dedicated to verbalizing the exercise. The second instructor is dedicated to physically demonstrating the exercise.
- III. Instructors will verbalize and demonstrate the following techniques for High Speed Cone Weaving:

***Instructor's Note:** For purposes of the demonstration only, instructor opens hands on grips to show that positive palm pressure is all that is needed to effect counter steering around obstacles.
The High-speed Cone Weaving course is a series of (7) cones set out approximately 20' apart and offset along a straight line painted on the ground. A starting point, designated by two additional cones, is positioned approximately 150' from the first cone of the exercise to allow the students ample distance to attain the proper entry speed into the Counter Steering exercise.

- A. Starting position
 1. The police motorcycle is positioned between the two starting cones.
 2. Entry into the exercise.
 - a. Accelerate the police motorcycle to 30 mph/ 3rd gear
 - b. Attain consistent target speed quickly prior to initiating counter steering at first cone

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- c. Hands on grips without covering the controls
3. Counter Steering.
 - a. As the police motorcycle approaches the first cone (the school motorcycle should be aimed to the right of the first cone), apply firm pressure to the inside of the left grip causing slight movement of the front tire to the right causing the motorcycle to counter steer to the left and around the first cone
 - b. As the motorcycle proceeds to the second cone (the motorcycle should be aimed to the left of the second cone), apply firm pressure to the inside of the right grip causing slight movement of the front tire to the left causing the motorcycle to counter steer to the right and around the second cone
 - c. This pattern is continued, alternating left and right, until all 7 cones have been negotiated
 - d. As the student passes the last cone, he/ she will exit the exercise and be directed on a “cool off” route that ultimately leads them back to the beginning of the exercise

***Instructors Note:** The entire class should be cycled through the exercise a minimum of two times.

Application

***Instructor’s Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of controls.

- I. Students will be given the opportunity, under direct instructor supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as required.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following ways:
 - A. Achieve the skills necessary to complete High Speed Cone Weaving without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 81

- o Road Course Qualification- police motorcycle

Performance Objectives

- I. The students, while riding in pairs, will qualify on the Road Course. The Road Course is a prescribed course with defined boundaries.

Introduction

While operating a motorcycle in an enforcement mode, the motor officer must be aggressive to apprehend violators while maintaining complete control of the motorcycle at all times. This is often referred to as “controlled aggressive riding”. This exercise develops this concept by combining a series of technical riding skills performed in succession that must be completed error free within a prescribed target time. The proficiency level of the student is measured by the number of errors committed (e.g. cones down, wrong foot down, etc.) as the student rides along the course within a prescribed target time. The skills employed to successfully navigate the course are identical to the skills utilized by the motor officer to safely operate a police motorcycle while conducting traffic enforcement duties.

Presentation

None.

Application

- I. The OIC and two instructors are assigned to the start/finish to begin and monitor the exercise. The rest of the instructors are deployed at crucial locations throughout the course to monitor the performance of the students, relay information and critique the riding techniques demonstrated by the students.
- II. The students are paired up with a partner in order to demonstrate acceptable paired riding techniques.
- III. The performance as well as critiques of his/her riding techniques are supplied to the student at the end of each run so their performance can be adjusted to an acceptable level.

Testing

- I. The student riding in the “up” position is scored on each run and must achieve a minimum score of 80 in order to pass this phase of training. Students will be given a maximum of three attempts to achieve the best qualifying score. If the student fails to qualify, instructors will

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

provide immediate remediation and critique the student's ability to improve to a *proficient level of performance*. The student will be given one additional attempt to qualify. Failure to achieve the minimum score will result in the removal of the student from the school.

II. Scoring is as follows:

- A. Students start the exercise with a score of 100
- B. A point is subtracted for each second slower than the target time of 3 minutes 15 seconds. Time is rounded down to the nearest second
- C. Five points are subtracted for each cone knocked down throughout the course
- D. Five points are subtracted each time the student fails to perform the course as demonstrated (foot down, dropping the school motorcycle, etc.)

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE XVI 1200-1500 (180 min)

SEGMENT – 82

- o Top Gun Exercise- police motorcycle

Performance Objectives

- I. To continue to acquire the skills necessary to operate and control the police motorcycle in tandem (follow the leader) with another student.
- II. To develop the skills necessary to anticipate and react decisively, to avoid possible hazards and conflicts while in a competitive (high stress) environment.
- III. Students will continue to develop the ability to critique and adjust their riding skills, while simultaneously monitoring the location and travel of another student.

Introduction

The Top Gun Competition allows the student to showcase their individual riding ability. Each student has the freedom to choose a different pace and route according to their individual strengths and weaknesses. Since no two competitors possess identical strategies or styles, each competition is unique.

The student will develop the skills necessary to quickly adjust his/or her riding skills in a decisive manner to adapt to changing traffic conditions. This exercise develops the rapid and divided attention skills required to operate a motorcycle safely and in close proximity to other vehicles. These skills are critical to the day to day performance of the motor officer.

Presentation

None.

Application

- I. Students are given the opportunity, under direct supervision, to practice the exercise as demonstrated.
- II. Instructors will provide immediate feedback and counseling to the student and give individual remediation training as needed.

*** Instructor's Note:** If the student loses control of the police motorcycle, advise he/she to simultaneously roll of the throttle, disengage the clutch and apply the brakes to bring the school motorcycle under control.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students practice efforts, maneuvers and application of the controls.

Instructors will pick-up and realign cones if knocked over by the student.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to be competitive and to complete the Top Gun Competition as demonstrated.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 83

- o Introduction to the Brake Hazard Exposure Exercise

Performance Objectives

- I. The student will develop the ability to stop the Police motorcycle in the ABS mode at the prescribed speed when exposed to a hazardous braking environment.
- II. The student will become proficient in the use of ABS braking without losing control of the Police motorcycle.

Instructor's Note: Braking session speed TBD by the primary braking instructor. Factors considered in determining the specific speed for each braking segment include: weather, number of prior braking sessions completed by students, roadway conditions, etc.

Introduction

Developing a proper ABS braking technique is one of the most valuable skills that a motor officer can utilize when reacting to a life-threatening situation on the roadway. The ability to react instinctively and to control a motorcycle under maximum braking efficiency is vital to the safety and survival of a motorcycle officer.

***Instructors note:** The primary braking instructor shall ensure that the roadway/ braking surface is watered down and remains so for the duration of the exercise.

Presentation

Prior to the practical application of the exercise, the students are gathered together in the Hazardous Braking area for a review of the following:

- I. ABS braking technique (Note: Steps A-F are performed simultaneously)
 - A. Roll off the throttle
 - B. Disengage the clutch (which will remove power to the rear wheel)
 - C. Apply the front brake (which provides approximately 80 percent of the braking efficiency to the motorcycle) in the following sequence:
 - 1. Place all four fingers on the brake lever.
 - 2. Firm and smooth application.
 - 3. Maximize front brake capability without locking up the front wheel.
 - D. Apply maximum rear brake (which provides approximately 20 percent of the braking efficiency to the motorcycle) in the following sequence:
 - 1. Rotate the ball of the right foot onto the rear brake pedal.
 - 2. Keep the heel of the right foot placed on the foot board.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

*(Note: Avoid placing the entire foot on the brake pedal)

- E. Push back on the handle bars to maintain proper posture and seat position.
- F. Bring the motorcycle to a stop and place the left foot on the ground for balance.

*** Instructor's Note:** Maximum ABS braking is achieved when both tires are in an impending skid. Continue to apply the front brake firmly and smoothly.

- II. ABS braking on inconsistent surfaces (wet, dirt, gravel, sand, etc.)
 - A. Aggressively apply front and rear brakes.
 - B. Stopping distances are increased/ braking efficiency is decreased.
 - C. Continue to re-evaluate roadway surface conditions.
- III. Brake Hazard Exposure Exercise course explanation
 - A. Staging area and starting line.
 - B. Accelerating and maintaining a constant speed prior to braking point.
 - C. This is a progressive exercise. With each run the speed will increase to a maximum of 40mph in 3rd gear.
 - D. Braking area
 - 1. Braking point (with or without "blue" cone).
 - 2. End of braking exercise (run off area).
 - E. After stopping, proceed straight ahead to the exit
 - F. Utilize the return lane to safely return to the staging
- IV. Instructor demonstration

*** Instructor's Note:** Two instructors are needed for the explanation and demonstration. One instructor assembles the students and provides the verbalization at the end of the braking exercise. The second instructor is positioned at the starting line on a Police motorcycle and is prepared for the demonstration.

- A. Instructor demonstration (proper ABS braking at a speed of 40 mph)
- B. Utilize both front and rear brake.

Purpose: To demonstrate the stopping distance achieved when utilizing proper ABS braking of the Police motorcycle.

Mark the total stopping distance of the motorcycle from the braking point to the stopping point with cones

*** Instructor's Note:** The class is assembled into a single column at the starting line. One instructor should place himself/ herself at the starting line. The primary braking instructor shall be positioned in the braking area to monitor the entire exercise and provide instruction and/ or remediation to each student.

Students will be given adequate time to practice this exercise.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. The students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the Police motorcycle in the following ways:
 - A. Achieve the skills necessary to demonstrate good, consistent ABS braking technique without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE XVII 0600-1200 (360 min)

SEGMENT – 84
Day-9

- o Trailing- police motorcycle

Performance Objectives

The student will continue to develop the skills needed to safely operate the police motorcycle while trailing with other students. The students will enhance their skills in the following areas:

- I. Smooth operation of the clutch, throttle and brake controls.
- II. Turning the school motorcycle with smooth and decisive handlebar transitions.
- III. Head on a swivel looking for obstacles and hazards.
- IV. Maintain correct riding posture throughout the exercise.
- V. Proper head and eye placement.
- VI. Maintain proper following distances.

Introduction

Trailing is the foundation upon which a student develops safe riding skills. Students must constantly be on alert for obstacles and hazards in their riding environment and be aware of their surroundings while operating their motorcycles within close proximity to other students.

Presentation

None

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following:
 - A. Smooth operation of the clutch, throttle and brake controls.
 - B. Turning the school motorcycle with smooth and decisive handlebar transitions.
 - C. Head on a swivel looking for obstacles and hazards.
 - D. Maintain correct riding posture throughout the exercise.
 - E. Proper head and eye placement.
 - F. Maintain proper following distances.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete Trailing while riding a police motorcycle without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 85

- o Introduction to Street Riding

Performance Objectives

- I. To develop the skills needed to safely operate a motorcycle on surface streets and freeways.
- II. To acquire the skills necessary to recognize adverse traffic conditions and avoid road hazards.
- III. To develop the necessary skills to safely and efficiently operate a police motorcycle in a group with other motor officers.

Introduction:

Motor officers travel on surface streets and freeways daily. In addition to looking for potential violators, a motor officer must be able to recognize and adapt rapidly to a variety of changing traffic conditions and different road surfaces. The survival of a motor officer depends on his/ her ability to perform many functions simultaneously while operating the police motorcycle in an unpredictable environment.

Presentation

***Instructor Note:** The students are assembled on track and the exercise is explained and demonstrated to the students in segments. The students ride with an instructor around the 1 mile course, rotating riding position and the size of the group is increased as the exercise progresses. In-depth explanations are not required, the techniques for each segment have been previously introduced, practiced, and mastered by each student prior to this exercise. The important issue during this presentation is that the students understand the dynamics of riding in group at higher speeds..

- I. Review of basic operational procedures/ riding techniques.
 - A. Riding in pairs, squads, and groups
 - B. Hand signals
 - C. Following distance
 - D. Lane position
 - E. Hazards (i.e. debris, fluids, etc.)
 - F. Head checks
- II. Surface street/ freeway operations
 - A. Riding in pairs. Riding in squads

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- B. On and off-ramp procedures
 - C. Merging with traffic
 - D. Lane positioning
 - E. Turns/ lane changes
 - F. Following distances
- III. Group riding
- A. Riding in pairs. Riding in groups
 - B. Lane positioning
 - C. Following distances
 - D. Speed
 - E. Side to side spacing

Instructor's Note: Instructors will ride with the students, both as partners and in random positions throughout the group. The instructors will rotate and adjust their positions to observe all aspects of the students riding. Instructors will give instruction and/ or remediation to each student as needed.

Application

- I. Students will start by riding in the right partner position with an instructor around the course.
- II. Students will then rotate to the left partner position.
- III. The lead instructor will increase the number of students and instructors to the riding group, until the entire class is riding in one group.

Instructor's Note: The lead instructor will remain in radio contact with the instructors in the group, to insure the students maintain proper position and speed. Instructors will position themselves to clearly observe all aspects of the students riding.

Testing

- I. Students are evaluated daily in established categories and determined to be at a "proficient", "needs improvement", or at a "failing" level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Introduction to Street Riding on the police motorcycle without error.
- III. Consistent evaluated levels of "failing", and/or the failure to attain a "proficient" level will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 86

- o Street Ride

Performance Objectives

- I. To acquire the skills necessary to recognize adverse traffic conditions and avoid road hazards.
- II. To develop the skills needed to safely operate a motorcycle on surface streets and freeways.

Introduction:

Motor officers travel on surface streets and freeways daily. In addition to looking for potential violators, a motor officer must be able to recognize and adapt rapidly to a variety of changing traffic conditions and different road surfaces. The survival of a motor officer depends on his/ her ability to perform many functions simultaneously while operating the police motorcycle in an unpredictable environment.

Presentation:

- I. Review of basic operational procedures/ riding techniques.
 - A. Riding in pairs and squads
 - B. Hand signals
 - C. Following distance
 - D. Lane position
 - E. Hazards (i.e. debris, fluids, etc.)
 - F. Head checks
- II. Surface street/ freeway operations
 - A. Riding in pairs. Riding in squads
 - B. On and off-ramp procedures
 - C. Merging with traffic
 - D. Lane positioning
 - E. Turns/ lane changes
 - F. Following distances

Application

- I. Students will participate on a four-hour ride to include both surface streets and freeways.
- II. Each squad shall have a lead and tail instructor.
- III. The lead and tail instructor shall be in constant radio contact.
- IV. The instructors shall maintain the following emergency information:
 - A. Hospital names, addresses and phone numbers

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- B. Officer-in-Charge; office/ cell phone numbers
- V. Students will be paired up and participate in the ride by squad.

***Instructor's Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students riding.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Street and Freeway Ride on the police motorcycle without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE XVIII 1300-1500 (120 min)

SEGMENT – 87

- o Safe Riding Lecture (classroom)

Performance Objectives

- I. The student will develop an awareness of defensive riding skills.
- II. The student will develop the mental skills necessary to react to emergency/ unpredictable riding situations.

Introduction

Developing good, sound defensive riding skills are critical to safe day to day enforcement riding. The student will become familiar with the department policies regarding his/ her assignment as a motor officer.

Presentation

- I. Power point projector is set up prior to start of class with program depicting motorcycle riding/ traffic situations.
- II. The class is assembled as a group in the classroom.

***Instructor's Note:** Two instructors are needed to “team teach” the class.

- III. Instructor Introduction.
 - A. Years of service
 - B. Years as a motor officer
 - C. Years of safe riding
 - D. Discuss prior instructor traffic collisions
- IV. Major causes of police motorcycle traffic collisions.
 - A. Speed
 - B. Overriding
 - C. Tunnel vision
 - D. Stopping distance
 - E. Emotional involvement
- V. Right-of-Way violations.
 - A. 21801(a) VC situations- intersection or mid-block
 - B. 21802(a) VC situations- side streets
 - C. Vehicles starting from a parked position
 - 1. From driveways.

LOS ANGELES POLICE DEPARTMENT

Motorcycle Training

1850-32550

Expanded Course Outline

2. U-turns.
3. 21453(a) VC situations- red light violations at intersections
- D. Following too close
 1. Allow sufficient stopping distance.
 2. Aware of debris.
 3. One car length per every 10 mph.
- E. Lane Position
 1. Right portion of the number one lane.
 2. Left portion of the number two lane.
 3. Blind spots.
 4. Head checks.
- F. Intersections
 1. Danger zone.
 2. Red light violations.
 3. Slow down when approaching (roll off throttle); be ready to stop.
 4. Head checks.
 5. Visual obstructions.
 - a. Large building around corners
 - b. Large vehicles- stopped at the intersection and blocking view
- VI. Freeway riding.
 - A. Monitor speed
 - B. Watch for debris/ shoulder area
 - C. Ride in the left or right portion of the lane (avoid oil in the center)
 - D. Look over shoulder when changing lanes – don't depend on mirrors
 - E. Be aware of raised dividers
 - F. Following too close
 - G. Traffic stops
 1. Pick location – if possible
 2. Watch shoulder area – debris
 3. Anticipate violators stopping in traffic lanes
- VII. Debris in roadway.
 - A. Sand, gravel, lumber, pipes, holes in roadway, poles, etc.
 - B. Safe riding – avoid hazards
 - C. Riding into debris
 1. Avoid if possible.
 2. Roll off throttle, slow down, head and eyes up.
 3. Stay on the roadway.
 4. Hold onto the handlebars/ maintain control of motorcycle.
 5. Keep feet on foot boards.
 6. Stand up slightly.
- VIII. Wet streets.
 - A. Slow down
 - B. Increase stopping distance

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- C. Slick surfaces
 - 1. Manhole covers.
 - 2. Construction plates.
 - 3. Railroad tracks.
 - 4. Painted lines on roadway.
 - D. Night riding
 - 1. Don't "out ride" the motorcycle headlight.
 - IX. Response to back-ups ("hot calls").
 - A. Avoid emotional involvement
 - B. Maintain safe speeds when responding
 - C. Be aware of other responding units
 - X. DUI stops.
 - A. Danger of quick or sudden stops and/or change in direction
 - B. Expect the unexpected/ remain alert
 - XI. Pursuit tactics.
 - A. Avoid overriding
 - B. High risk stops
 - C. Relinquish to first black/white four-wheel police vehicle on scene
 - D. Broadcasting pursuit
 - E. Paralleling pursuit
 - F. Terminate pursuit when too dangerous/ the rider's safety is most important
 - G. Read the department pursuit policy
 - XII. Riding in pairs.
 - A. Communicate with partner
 - B. Following too closely- leave yourself/ partner a way out
 - C. Maintain a safe distance from your partner when pursuing a violator
 - D. Utilize good hand signals
 - E. "Up" officer sets the pace and is in control
- *Instructor's Note:** Encourage class discussion (e.g. personal accounts/ experiences, etc.).
- XIII. Safe riding techniques- review.
 - A. Be alert- good head checks
 - B. Slow down- watch your speed
 - C. Avoid panic situations- don't override
 - D. Maturity- avoid personal or emotional involvement
 - E. Maintain good physical condition
 - F. Practice combination braking daily
 - G. Learn from other's experiences

Application

The instructor will discuss several fatal traffic collisions involving motor officers. The instructor will draw a sketch of each traffic collision on the board and briefly discuss the scenario. The

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

instructor will then advise the class to evaluate each situation and identify key defensive riding points. The session will conclude with a discussion on how each collision could have been avoided.

Testing

During the “street orientation phase” of training the student must apply the principles learned in this training segment.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

MODULE XIX 0600-1000 (240 min)

Day-10
SEGMENT – 88

- o Trailing- police motorcycle

Performance Objectives

The student will continue to develop the skills needed to safely operate the police motorcycle while trailing with other students. The students will enhance their skills in the following areas:

- I. Smooth operation of the clutch, throttle and brake controls.
- II. Turning the school motorcycle with smooth and decisive handlebar transitions.
- III. Head on a swivel looking for obstacles and hazards.
- IV. Maintain correct riding posture throughout the exercise.
- V. Proper head and eye placement.
- VI. Maintain proper following distances.

Introduction

Trailing is the foundation upon which a student develops safe riding skills. Students must constantly be on alert for obstacles and hazards in their riding environment and be aware of their surroundings while operating their motorcycles within close proximity to other students.

Presentation

None

Application

***Instructor's Note:** Each squad will have a lead and tail instructor.

- I. Students will follow the lead instructor in single file formation.
- II. The tail instructor will monitor students to ensure they adhere to the following:
 - A. Smooth operation of the clutch, throttle and brake controls.
 - B. Turning the school motorcycle with smooth and decisive handlebar transitions.
 - C. Head on a swivel looking for obstacles and hazards.
 - D. Maintain correct riding posture throughout the exercise.
 - E. Proper head and eye placement.
 - F. Maintain proper following distances.

Testing

- I. Students are evaluated daily in established categories and determined to be at a

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the school motorcycle in the following way:
 - A. Achieve the skills necessary to complete Trailing while riding a police motorcycle without error.
 - III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level rating may result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

SEGMENT – 89

- o Freeway Ride

Performance Objectives

- I. To develop the skills needed to safely operate a motorcycle on surface streets and freeways.
- II. To acquire the skills necessary to recognize adverse traffic conditions and avoid road hazards.

Introduction:

Motor officers travel on surface streets and freeways daily. In addition to looking for potential violators, a motor officer must be able to recognize and adapt rapidly to a variety of changing traffic conditions and different road surfaces. The survival of a motor officer depends on his/ her ability to perform many functions simultaneously while operating the police motorcycle in an unpredictable environment.

Presentation:

- I. Review of basic operational procedures/ riding techniques.
 - A. Riding in pairs and squads
 - B. Hand signals
 - C. Following distance
 - D. Lane position
 - E. Hazards (i.e. debris, fluids, etc.)
 - F. Head checks
- II. Surface street/ freeway operations
 - A. Riding in pairs. Riding in squads
 - B. On and off-ramp procedures
 - C. Merging with traffic
 - D. Lane positioning
 - E. Turns/ lane changes
 - F. Following distances

Application

- I. Students will participate on a four-hour ride to include both surface streets and freeways.
- II. Each squad shall have a lead and tail instructor.
- III. The lead and tail instructor shall be in constant radio contact.
- IV. The instructors shall maintain the following emergency information:
 - A. Hospital names, addresses and phone numbers

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

- B. Officer-in-Charge; office/ cell phone numbers
- V. Students will be paired up and participate in the ride by squad.

***Instructor's Note:** Instructors should position themselves at a position of advantage in order to clearly observe all aspects of the students riding.

Testing

- I. Students are evaluated daily in established categories and determined to be at a “proficient”, “needs improvement”, or at a “failing” level.
- II. The student must demonstrate consistent control of the police motorcycle in the following way:
 - A. Achieve the skills necessary to complete the Street and Freeway Ride on the police motorcycle without error.
- III. Consistent evaluated levels of “failing”, and/or the failure to attain a “proficient” level will result in removal from school.

LOS ANGELES POLICE DEPARTMENT
Motorcycle Training
1850-32550
Expanded Course Outline

Graduation Ceremonies, Clean-up, Admin Review, Critiques, Closing 1000-1500 (240 min)

- o Final Administrative Review (LXV)
- o POST Critique Completion (LXVI)
- o Course Completion Certificate Presentations (LXVII)

Performance Objectives

- I. Complete all necessary paper work to properly document completion of the course.
- II. Issue completion certificates to graduating students.
- III. Have all participating students complete POST critiques.
- IV. Issue DMV Letters of Competence to students who possess only M1 learners permits.
- V. Final remarks by the OIC and instructors.

Introduction

Properly documenting the results of the course is of the utmost importance so proper recognition and certification for the training can be given to POST on behalf of all of the participating students.

Application

- I. The students are gathered in the classroom and all of the appropriate paper work is completed.
- II. The OIC and instructors give closing remarks and excuse the class.

Testing

None